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ABSTRACT

The experience of 37 students enrolled in a program to earn college credit while at high school through independent, correspondence study was examined. Two questionnaires, one for students and the other for their sponsoring principals and counselors, were mailed to 37 students and 39 counselors and principals to determine their evaluation of the program, opinions about appropriate admissions requirements, motivation, grades earned in the next college courses for which the program prepared the students, and other factors. All but one of the counselors and principals responded, and 29 students responded. Relevant data from Center files were analyzed as well as questionnaire responses. Among the results were the following: (1) students were primarily college-bound; (2) approximately 35 percent completed the course; (3) most principals and counselors favored dropping the requirements of placement in the upper half of the class and GPA of B+ or above favored retaining principal or counselor recommendation; (4) most completers took the course on an overload basis with no specially assigned study area, and the noncompleters reported the best school support. (KM)

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AN EXPLORATORY STUDY OF THE COLLEGE FOR HIGH SCHOOL PROGRAM OF THE EXTRAMURAL INDEPENDENT STUDY CENTER OF THE UNIVERSITY OF KANSAS

by

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Submitted to the Department of Education and to the Faculty of the Graduate School of The University of Kansas in partial fulfillment of the requirements for the degree of Master of Science in Education.

April, 1972

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

Introduction

Since 1959[1] high school students have been able to earn college credit while at high school through the College for High School Program of The University of Kansas' Extramural Independent Study Center, Division of Continuing Education. This has been independent study mainly through correspondence in a program administered first by the division's Bureau of Correspondence Study and later by the successor agency, the Extramural Independent Study Center, which, since April 1, 1966,[2] has coordinated off-campus independent study for the six public institutions of higher education operating under the Kansas Board of Regents.

Correspondence and Independent Study at The University of Kansas

From its beginning in 1909 when The University of Kansas organized an Extension Division with two departments (lecture study and correspondence study), Correspondence Study evinced concern for taking the University to the people, among them the high school student. The first bulletin of the newly created Correspondence Study Department spelled out the agency's original purpose:

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[1]University Extension. University of Kansas Bulletin, 60 (January 1, 1959) p. 3.

[2]Annual Report of the Director of Correspondence Study, Extension Division, University of Kansas, 1965-66, p. 1.

> It recited at some length the purposes of the new venture. Since many people were not so fortunate as to have unbroken paths toward their educational goals, the University proposed to aid such persons by offering them "effective individual attention from experts" according to their needs and the limits of their occupations. Thus all would have "a chance to get a higher education at a minimum of expense and inconvenience." By taking the University to the people, the new program "tended toward making the University in the best possible sense a democratic institution."
>
> It was the belief of the organizers of correspondence study at K.U. that the program would appeal to several types of people, such as: "students preparing for college work [and] students needing high school completion as the prerequisite to careers. . . ."[3]

From 1909 the high school-credit program has grown from a first-year curriculum of six courses to the present 71. Over the years, several imaginative programs have met the needs of the high school student whose resident high school was inadequately staffed or of the high school graduate whose financial resources did not permit study on a college campus.

Emergency Extension Classes, 1933

Pursuing proposals made by his Advisory Committee on Self-Help Projects, Governor Alfred M. Landon in 1933 urged the Board of Regents to authorize the five state schools to provide college-grade extension courses to high school graduates whose finances prevented them from taking resident work. With the Regents' endorsement, the five state schools made appropriate responses. K.U.'s particular response was a program termed "Emergency Extension Classes," which

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[3]Frank Stockton. Forty Years of Correspondence Study at The University of Kansas, 1909-1949, University Extension Research Publication, University of Kansas, Lawrence, Kansas, 1951, p. 7.

incorporated the use of on-site classes in the local community and the use of correspondence-study assignments and examination readers. Various city school systems cooperated by organizing freshman and sophomore courses under the direction of local instructors approved by Extension and paid by the local school systems.

Correspondence-study assignments were supplied to students and instructors, and certain key assignments were submitted for correction to the Bureau of Correspondence Study. Bureau representatives visited the classes. Faculty members of the University read the regular correspondence-study examinations which each student seeking credit had to pass. Nominal fees were charged the students. The program continued through 1936-37 with a total enrollment of 340. Approximately 100 students completed courses for credit.[4]

Freshman Colleges, 1935-36

Freshman Colleges in local communities came into effect in 1935-36 and, in practice, duplicated the arrangements of the Emergency Extension Classes in most respects except one: instead of the local school systems having to pay the instructors' salaries, the Works Progress Administration entered the picture, paying the salaries of instructors now recruited from the ranks of the unemployed. The Freshman Colleges operated only through two fiscal years, 1935-36 and 1936-37. During the first year they enrolled 639 in 15 towns; in the second year 948 enrollments were drawn from students in 17 towns. Completions showed credit earned in 718 course enrollments.[5]

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[4]Ibid., p. 23.

[5]Ibid., p. 24.

High School Programs for the Disadvantaged, 1935-41

The entrance of the W.P.A. into the University's off-campus instruction was duplicated during 1935-37 in a program at the high school level confined entirely to a group of Negro troops at Fort Leavenworth. From 1937-1941, W.P.A. clients and other distressed persons could enroll in correspondence study for 75 cents per credit hour for college courses and $1.50 per one-half unit of high school credit. Children in isolated areas without high schools were among those who benefitted by this program. Members of the Civilian Conservation Corps could complete their high school education through correspondence study at the University for a nominal fee during 1935-37, but less than 50 students took advantage of this arrangement.[6]

High School Supervised Study, 1942-57

A program entitled "Supervised Study" was adopted at K.U. in 1942 to aid small high schools that had difficulty in staffing essential departments during World War II. It continued until 1957. Under this arrangement, high school students enrolled as a class in a certain subject and then proceeded with the preparation of assignments under the guidance of a high school faculty member. The faculty member did not need to be skilled in the subject assigned; he was expected to be competent to help students to understand assignment questions and interpret course readers' comments. Instructional staff of the Correspondence Study Bureau read, commented on,

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[6]Ibid., pp. 24-25.

and graded the assignments. Supervised Study courses were intended to be completed within a given semester.[7]

College for High School Program, 1959-Present

Not until the inauguration of the College for High School Program in 1959, however, did the University provide a program allowing for academically superior high school students to earn college credit while remaining in the local high school community. In this program the high school student could enroll in college-level independent-study courses prepared under the supervision of the appropriate academic departments or schools on campus and intended to be the counterparts of resident courses bearing the same titles and number designations. The student consequently could experience enrollment in a University of Kansas-designed course instructed by resident staff or staff members appointed with the approval of the resident department or school.

Requirements for Admission to the Program. Admission requirements have been: a grade-point average of B plus or above; placement in the upper half of the high school class; a letter of recommendation from the student's high school counselor or administrator or school superintendent; a transcript of high school credit; and satisfactory completion of course prerequisites. On an exceptional basis, a capable student working below ability has been admitted to the program if the sponsoring high school official suggested that the student might respond to the challenge of college-level study.

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[7]Ibid., pp. 25-26.

Instructional and Administrative Support through E.I.S.C. Once enrolled in the College for High School Program, the student is involved in a two-way correspondence exchange with his instructor--an exchange reinforced by such media as tapes or records in accordance with the requirements of any specific course. Self-motivation is bolstered by a welcoming letter and two prompt letters sent by the Center's Student Services, one letter being sent within one month after enrollment and the other at the end of nine months when the student is also reminded of the six-month-extension possibility. Students who have done a substantial number of lessons but who have not completed at the end of the one-year enrollment period are sent an additional letter reminding them of the extension option. Upon course completion, students are asked to return student evaluations of the study guide, texts, assignments, exams, instruction, media, and Student Services. At any time during their experience with the Center, the students may contact their instructors for academic help or Student Services for assistance of any nature.

Enrollment Fees. Enrollment charges are $12.00 per credit hour for Kansas residents and $14.00 per credit hour for students from out of state. There is an additional $3.00 instructional-materials fee for each enrollment, plus costs for texts and rental or purchase of other media employed in the course. The six-month extension option must be requested before expiration of the one-year period of enrollment and be accompanied by payment of the $5.00 extension fee.

Regulations Regarding Course Level and Credits that May Be Earned. At first only 15 courses were open to enrollment in the program; in

1968 admission was broadened to include all freshman- and sophomore-level college courses offered by the Center--some 69 courses in all.[8] In December, 1969, the Director of Admissions at The University of Kansas ruled that a student may carry as many as 15 college credits a semester under the program and that a total of 30 hours of college credit thus earned might be applied toward the baccalaureate degree at The University of Kansas.

Definition of Academically Gifted. For the purposes of this paper, the "academically gifted" students chosen for enrollment in the College for High School Program are those students meeting the requirements for admission discussed on page 5.

Definition of Independent Study. "Independent study" as used in this paper will, unless otherwise stated, follow the definition employed by the National University Extension Association:

> First . . . it is more individualized or individual student oriented than the historical, traditional classroom learning environment. Second, it places a far greater degree of responsibility for the student's own progress on the student himself. Third, independent study requires an unusually high degree of self-dedication and self-motivation on the part of the learner . . . for initiating, continuing and completing a given learning experience. . . . This paper defines independent study as: "a teaching-learning process in which the student studies primarily in a non-classroom situation remote from and independent of direct, sustained face-to-face contact with the professor during the duration of his course." However, it should be noted early in this discussion that the by-laws of the Division of Independent Study of the NUEA describe independent study more generally as ". . . correspondence study and other media," thus indicating that the division still intends to center its main instructional

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[8]James Hitt. Telephone conversation with writer, January 16, 1968.

thrust through correspondence techniques, augmented and reinforced by other selected teaching-learning methods and devices.[9]

Definition of Accelerated Study. Acceleration generally means any way of advancing the student through school faster than the normal pace of a year for each year of age. Accelerated study, however, implies study at a higher grade level with the student remaining with his regular grade-level group.

Records on the Program. Since October 10, 1969, The University of Kansas Director of Admissions delegated to the Director of Student Services, E.I.S.C., authority to approve or reject applications for the program. From that date, records have been maintained at E.I.S.C., allowing for the first time research on a population that had the opportunity to complete course work in the one-year enrollment period and additional six-month extension period. Before October, 1969, records of students in the program were intermingled with general college enrollments in both the Admissions Office and E.I.S.C.

RATIONALE BEHIND THE STUDY

The need to identify and encourage the academically gifted is a long-recognized educational concern. Great numbers of high school students of high academic ability are not encouraged to go on to college. DeHaan and Havighurst stated that "after high school graduation . . . approximately half of the ablest quarter of youth

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[9]National University Extension Association. Descriptive Exposition of the Independent Study Division, Galaxy Conference, Washington, D.C., December, 1969.

enter adult life without graduating from college."[10] Cole's study[11] showed that lack of motivation for college was a stronger deterrent to college-going among high school students of high ability than was financial need. "There . . . are educators who believe that this problem should be approached before the student reaches college or the university."[12] That same conclusion was echoed in a 1965 survey of honors programs in higher education discussed by Mitterling: "In order to recognize and recruit superior students, cooperative relations should be extended downward to feeder high schools. . . ."[13]

The concept of accelerated study for the gifted has also enjoyed wide acceptance. Bergeson[14] reported student enthusiasm and high-level performance in advanced-placement programs; Hildreth[15] stated that high school classes in college-level courses were successful; and Husted, Pisaneschi, and Barbe[16] indicated the favorable

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[10]Robert F. DeHaan and Robert H. Havighurst. Educating Gifted Children. The University of Chicago Press, Chicago, 1961, pp. 34-35.

[11]Charles C. Cole. "Current Loss of Talent from High School to College: Summary of a Report." Higher Education, 12 (November, 1955)

[12]Ibid., p. 37.

[13]Philip I. Mitterling. "Independent Study Programs." Journal of Higher Education, 38 (May, 1967) 288.

[14]John B. Bergeson. "Advanced Placement." The Clearing House, 41 (February, 1967) 365-367.

[15]Gertrude H. Hildreth. Introduction to the Gifted. McGraw Hill, New York, 1966, p. 351.

[16]Inez Husted, Pat Pisaneschi, Walter Barbe. "Challenging Gifted High School Seniors." Exceptional Children, 37 (September, 1970) 41-42.

experience of release time from high school allowing students to attend neighboring colleges and universities. According to Passow,

> the weight of experimental evidence tends to support the position of academic gains through acceleration of the gifted student at all levels. Research in the effects of acceleration on social and emotional adjustment has generally demonstrated no serious detrimental results.[17]

At the same time, educators have been suggesting the feasibility of independent study as a method of instruction for the gifted. Hildreth[18] viewed the assignment of independent study to the gifted as a way to free the student from uniform, dictated assignments, to enable him to work at his own pace, and to provide him with a foretaste of independent study in college. While Hildreth was referring to the general concept of independent study, Wedemeyer addressed himself specifically to the promise of independent study for the gifted through the use of correspondence study:

> . . . While the relationship to the instructor is highly personal and individual, the responsibility for completion of the course is the student's. Superior students generally work well independently, are challenged by responsibility and "glory" in the completion of a difficult job. Furthermore, the independent reading and writing required for each assignment is excellent training for youths who, because of brightness, may have slipped by too easily in previous grades without developing sound study, reading and writing skills.[19]

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[17]A. Harry Passow. "Enrichment of Education for the Gifted." Education for the Gifted. National Society for the Study of Education, Chicago, 1958, p. 214.

[18]Hildreth. op. cit., pp. 360-361.

[19]Charles A. Wedemeyer. "The Teaching of Superior Children by Correspondence Study." Mimeographed copy of an address given at the Fifth International Conference on Correspondence Education, June, 1957, p. 7.

A poll of American and Canadian correspondence-study institutions offering correspondence programs for superior children in the 1950's revealed that, while only a minority of the institutions offered such programs, the "strong majority opinion [of the directors] was that the creation of such programs is highly desirable."[20] The same report disclosed that, the year the poll was taken, a total of only 81 students were enrolled in the then existing programs.

Gleason[21] indicated that independent study for the elementary-level academically gifted child yielded high achievement levels but cautioned about the need for careful selection of students and for superior back-up help from the local school. Experimentation with the use of independent study for the gifted junior-high school student demonstrated that the correspondence-study medium enabled students to master algebra and geometry but showed the need for careful selection that would consider the student's readiness for independent study.[22] Whittemore's[23] grade-distribution report for superior high school students enrolled in college-level correspondence courses at the University of Nevada indicated that 42 of the 52

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[20]Ibid., p. 7.

[21]Gerald T. Gleason. "Correspondence Study for Superior Achieving Elementary Students." The University of Wisconsin Correspondence Study Department, August, 1961, pp. 1-50.

[22]Jack A. Lown. "Correspondence Course for the Gifted." NUEA Newsletter, 7 (April, 1961) 25-31.

[23]Robert G. Whittemore. "Description of Superior Student Program." Unpublished report, General University Extension Division, Division of Independent Study, University of Nevada, October, 1968, pp. 1-2.

students who completed earned A's or B's. (Whittemore's one-page report is the only research available on the use of independent study through correspondence for the high school gifted.)

STATEMENT OF THE PROBLEM

Generally, this study is an examination of a program that combines a) early identification of the academically gifted; b) accelerated study (without the necessity for removal of the student from his home community); and c) independent study through correspondence. Singly, these concepts have enjoyed research endorsement. Combined in programs geared to the elementary and junior-high student, they have appeared to be a harmonious blend. In this study the question is asked: Is the combination also a viable educational mix for academically gifted high school students?

Enrollments for the year October 15, 1969, to October 15, 1970, provide a population of 37 students who enrolled in 40 courses in the College for High School Program. In the succeeding year, enrollments more than doubled. In view of this increasing enrollment trend and the paucity of any substantial research on college-level independent study for the academically gifted high school student, this study is undertaken. The study is intended to be exploratory because a review of the literature discloses no published research on similar programs administered through independent study, and the size of the population being studied would militate against drawing broad generalizations from the available data.

The specific goals of this study are:

1. A profile of students who enrolled in the College for High

School Program, showing composition of the population by age, sex, years of high school completed, occupation, grade-point average, reasons for enrollment, choice of courses, and institution where credit is to be applied;

2. Performance records of the students enrolled including data on withdrawals, nonstarts, expirations of enrollment (with lesson submission), course completions, extensions, and grades earned;

3. Recommendations for admissions requirements;

4. Information relating to how the local high schools assisted students in making available such resources as specially assigned study area, release time, financial aid, and academic and administrative supervision;

5. Information about where students sought help and how they evaluated the help;

6. Student evaluation of their instructional experience;

7. Identification of major factors that, in the opinion of the students and administrators, a) contributed most to encourage course completion and b) contributed most to discourage course completion;

8. Local school officials' estimates of how many students might benefit from the program if financial aid were available;

9. Grades earned in college courses for which the program prepared the students;

10. Recommendations from both student and administrator groups for improving the College for High School Program.

CHAPTER II

A REVIEW OF RELATED LITERATURE

University Correspondence/Independent Study Programs in the United States

William Raney Harper became the first president of the University of Chicago when Chicago opened in 1892.[1] As early as 1881, Harper had conceived the idea of teaching by correspondence when he was a teacher of Hebrew at the Baptist Theological Seminary in Illinois.[2] In 1885, as principal of the Chatauqua College of Liberal Arts, Harper organized an ambitious system of correspondence to reach the scattered student body.[3] The Chatauqua Movement (1886) contains a lengthy justification of correspondence study by Harper as well as an analysis of the medium's accomplishments and shortcomings.[4] The new university president took with him to his new institution earlier convictions about the correspondence mode and implemented the convictions by creating a Division of University Extension with provisions for correspondence study. This was in keeping with

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[1]Ossian MacKenzie, Edward L. Christensen, Paul H. Rigby. Correspondence Instruction in the United States. McGraw-Hill, New York, 1968, p. 28.

[2]Thomas W. Goodspeed. William Raney Harper. The University of Chicago Press, Chicago, 1928, p. 53.

[3]Ibid., p. 69.

[4]John H. Vincent. The Chatauqua Movement. Chautauqua Press, Boston, 1886, pp. 183-194.

President Harper's goal for the university: "service not restricted to the students in its classrooms, but extended to all classes."[5]

The first university to emulate Chicago's lead by instituting a correspondence teaching department along institutional lines was the University of Wisconsin.[6] The Wisconsin program started in 1906 and had the major goal of broadening the university's curriculum and adapting its teaching to the needs of its students for vocational training.[7] Texas, Nebraska, and Minnesota began their correspondence programs in university extension in 1909, the same year that Kansas University inaugurated its program of correspondence study in the Extension Division.[8] By 1971, 61 colleges and universities in the United States were operating correspondence or independent-study instruction programs.[9] Most of the programs were for college credit, a few were for graduate credit, and more than half were for both college and high school credit.

University Extension High School Programs

At the turn of the century, roughly 10 per cent of the population of the United States were high school graduates.[10] As the

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[5]Joseph E. Gould. The Chautauqua Movement. The State University of New York, New York, 1961, p. 30.

[6]MacKenzie, Christensen, Rigby, op. cit., p. 29.

[7]Ibid.

[8]Stockton, op. cit., p. 6.

[9]The National University Extension Association. A Guide to Independent Study, 1970-72, Washington, D.C.

[10]Robert D. Strom. The Tragic Migration. National Education Association, Washington, D.C., 1964, p. 2.

country became increasingly industrialized, the public education system seemed blind to the needs of the great numbers of students seeking to adapt themselves to an industrialized society. As late as 1920, "fewer than one student in five who entered high school went on to college,"[11] yet college preparation was prescribed for the great majority of high school students.

Kansas was typical of the earlier thrust in university-extension programs in its emphasis on making the students academically ready for college as well as high school completion. The vocational emphasis came later. In 1923 Sidney Mitchell, superintendent of schools in Benton Harbor, Michigan, used correspondence study to meet the vocational needs of terminal students while they still attended high school.[12] Mitchell called his plan "supervised correspondence instruction." The plan called for supervision of each student by a teacher who was guidance minded, and student and supervisor met in released time. In 1929 the University of Nebraska became the first state university to try supervised correspondence instruction in the high school.[13] In the 1930's the University of Kansas followed the pattern of many other state institutions engaged in enriching the high school curriculum in all areas. "For the most part [today] the universities became leaders in high school correspondence instruction because neither the states nor the local

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[11]MacKenzie et al., op. cit., p. 12.

[12]Ibid., p. 31.

[13]Ibid., p. 32.

school systems seemed capable of accepting the task."[14] (The exceptions are the North Dakota Division of Supervised Study and the Massachusetts Department of Education.[15])

Professional Literature Reporting Broadly on Research Related to Correspondence/Independent Study

By comparison to the research available in other educational fields, research in the area of correspondence or independent study has generally been slight. Gayle B. Childs, Director of the University Extension Division at the University of Nebraska, has long been active in drawing together and making known what research does exist. Under his chairmanship, the Research Committee of the Correspondence Division, National University Extension, published an annotated bibliography of correspondence study covering the years 1897-1960.[16] In a paper delivered in 1969, Dr. Childs[17] updated the earlier bibliography.

The most recent extensive efforts to examine correspondence instruction were the 1968 study conducted by MacKenzie, Christensen, and Rigby[18] (the Carnegie Corporation supported the study and the

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[14]Ibid.

[15]The National University Extension Association. A Guide to Independent Study, 1970-72, Washington, D.C.

[16]Research Committee, Division of Correspondence Study, National University Extension Association. An Annotated Bibliography of Correspondence Study, 1897-1960. Mimeographed, 266 pp.

[17]International Council on Correspondence Education. "Recent Research Developments in Correspondence Instruction," Proceedings of the Eighth International Conference. Paris, 1969, pp. 40-58.

[18]MacKenzie et al., op. cit., p. 261.

American Council on Education and the National Commission on Accrediting co-sponsored it) and the 1971 readings book about correspondence study edited by MacKenzie and Christensen.[19]

The Brandenburg Memorial Essays I[20] and II[21] published by the University of Wisconsin Extension Division contributed to the professional literature with selected articles and speeches by well-known experts in the field. The Home Study Review, published between 1960-1967, and Adult Leadership, a journal still in existence, have served as publishing outlets for researchers and writers in the field. Most recently, access to research and investigations in the area of independent study and correspondence instruction has been provided by the Educational Resources Information Center (ERIC) Clearinghouse on Adult Education located at Syracuse University.

From the above sources and other research concerning both independent study and accelerated education for the academically gifted high school student, the writer will attept to draw together findings related to the following questions:

1. What accelerated college-level programs have been instituted to serve the academically gifted high school student?

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[19]Ossian MacKenzie, Edward L. Christensen, editors. The Changing World of Correspondence Study. The Pennsylvania State University Press, University Park, 1971, 376 pp.

[20]Charles A. Wedemeyer, editor. The Brandenburg Memorial Essays on Correspondence Instruction--I. The University of Wisconsin, University Extension, Madison, 1963, 77 pp.

[21]Charles A. Wedemeyer, editor. The Brandenburg Memorial Essays on Correspondence Instruction--II. The University of Wisconsin, University Extension, Madison, 1963, 156 pp.

2. How have students achieved in such programs? (Achievement and completion rates of regularly enrolled students in university correspondence/independent study will be discussed as background for comparing performance of high school students.)
3. How have students responded to such programs?
4. How have school administrators viewed such programs?
5. What have researchers reported about accelerated study?
6. How viable is independent study through correspondence as a method of accelerated instruction for the academically gifted high school student?

Programs of College-Level Study for the Academically Gifted High School Student

For well over 40 years, high schools have increasingly allowed students to take introductory college courses for which they might earn college credit kept in escrow until after high school graduation.

College-Level Courses in the High School Curriculum

"Before 1930, gifted students at the Lincoln School of Teachers College, New York, occasionally studied advanced mathematics courses for which they received college credit."[22] The Oregon Council on Advanced Placement was formed in 1950 to assist Oregon high schools in offering college-level work, and by 1957 faculty members of Reed College were cooperating with Portland high school teachers in offering advanced work for able students--work supported

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[22]Hildreth, op. cit., p. 351.

entirely by regular school funds.[23]

Junior College Courses for High School Students

Parker[24] explored the enrollment of selected high school students in public and private junior colleges in seven mid-American states during the 1968-69 year and found that five states--Colorado, Iowa, Kansas, Missouri, and Nebraska--had high school students enrolled as special part-time junior college students. Some 35 public and seven private junior colleges enrolled 540 high school students during the school year. The researcher concluded that "the junior colleges . . . are contributing very significantly to the acceleration and enrichment of superior high school students."[25]

The College Entrance Examination Board Advanced Placement Program

This program, which allows for the options of advanced college standing or college credit (or both), has become the most widely-travelled route to college credit earned while the student is still at high school. DeHaan and Havighurst explained how the program began:

> To give this method a trial, [the program] was begun in 1952 by Brown, Bowdoin, Carleton, Haverford, Kenyon, Massachusetts Institute of Technology, Middlebury, Swarthmore, Wabash, Wesleyan, and Williams cooperating with 22 secondary schools. Committees . . . of college and secondary school faculty members drew up syllabi. . . . At the same time the College Entrance Examination Board prepared examinations to fit these examinations.

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[23]Ibid., p. 352.

[24]Paul Parker. "Escrow College: High School Students Study at Community Colleges." The Clearing House, 45 (March, 1971) 439-443.

[25]Ibid., p. 443.

> . . . Preparation for the examinations could be made through courses offered in high school or through individual study. . . .[26]

Neighboring College and University Programs

Washington and Wyandotte High Schools in Kansas City, Kansas, allow students release time to take college courses in the metropolitan Kansas City area. Husted, Pisaneschi, and Barbe[27] reported in 1970 on 104 seniors enrolled in college courses in Luzerne County, Pennsylvania, under a program funded and approved of by the Pennsylvania Department of Education.

University Extension Programs of Independent Study for the Gifted High School Student

The University Extension Division of the University of Nebraska is the only university extension offering independent-study courses specifically designed to prepare a student to take the College Entrance Examination Board advanced-placement examinations. However, 14 institutions ~~are~~ listed in the 1970-72 National University Extension Association's Guide to Independent Study ~~as~~ offering college courses through independent study to academically gifted high school students:

University of Illinois
Indiana University
University of Kansas
University of Minnesota
University of Missouri
University of Nebraska
University of Nevada
The Oregon State System of Higher Education

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[26]DeHaan and Havighurst, op. cit., p. 132.

[27]Husted et al., pp. 41-42.

Pennsylvania State University
University of Tennessee
University of Utah
Utah State University
University of Washington
University of Wisconsion

In response to a questionnaire sent September 27, 1971,[28] and another sent November 22, 1971 (see Appendix B), directors of the NUEA institutions' independent study agencies reported the information contained in the table on pp. 23-24. The oldest program, dating back to 1946, is that of the University of Minnesota; the youngest, begun in 1971, is Kentucky's. Four universities limited their programs to seniors. The Illinois, Kansas, Nevada, and Tennessee programs set specific G.P.A. requirements. Class rank, required by three institutions, varied from the upper half to the upper quarter. The high school administrator's permission was required by 14 institutions; the guidance counselor's permission was required by only seven institutions; and parental approval was required by only one. Nebraska alone required a minimum I.Q. (at least 120). Nevada required performance on the A.C.T. at the 75th percentile; Tennessee's cutoff was at the 95th percentile. Nevada demanded a personality record for judging mature adjustment patterns and a personal interview, when requested. Intent not to interfere in the regular high school curriculum but to enrich or advance learning seemed generally evident: Utah's students could enroll summers between junior and senior years with the understanding that the individual student would

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[28]Appendix A.

return to high school the senior year; and Wisconsin only enrolled the student if he had completed high school courses available in the subject area involved. Course levels at which students might enroll ranged from freshman to "any" course, while the number of credit hours earnable ranged from nine to "no limit."

COLLEGE FOR HIGH SCHOOL PROGRAMS OF NUEA INSTITUTIONS

Institution	When Instituted	Admissions Requirements	Course Levels in which Students May Enroll	Number of Hours that May Be Earned
University of Illinois	1960	school administration's recommendation, 4.5 overall average (5.0 scale); talented seniors	any course	no limit
Indiana University	#	juniors or seniors recommended by high school principal or counselor	freshman level	no limit
University of Kansas	1959	recommendation by high school counselor, principal, or superintendant; high school transcript; B+ or above G.P.A.; rank in upper ½ of class	freshman-sophomore level	30 hours
University of Kentucky	1971	written consent of high school principal or counselor	freshman level	no limit
University of Minnesota	1946	approval of high school administration and of Correspondence Study Department	any course in which student meets prerequisites	no limit*
University of Missouri	1966	seniors in upper 1/3 of class, plus recommendation by high school principal.	introductory courses, #1-99	10 hours
University of Nebraska	early 1960's	rank in upper ¼ of class; I.Q. no less than 120; approval and recommendation of high school administrator; personal letter from enrollee; selected on basis of desire, ability, and scholastics.	freshman level	no limit

*except as may be set by college at which student applies credit

Information not available

University of Nevada	1964	seniors with B average or above; ACT composite scores at 75th percentile; personality record (mature adjustment patterns; parental approval; principal or counselor's recommendation; personal interview, if requested	any course	15 hours
Oregon State System	1967	"able" high school students with approval of principal	freshman level	9 hours*
Pennsylvania State University	#	superior students with letter from top administrative officer from school district	Associate or Baccalaureate levels	No limit listed
University of Tennessee	1968	seniors with 3.5 average, ACT score in 95th percentile or above; permission of high school guidance counselor and department head in subject area of enrollment	freshman-sophomore levels	No limit
University of Utah	1970	recommendation of high school principal, counselor, or superintendant	freshman-sophomore levels	45 hours
Utah State University	1960	enrollment in summer between junior-senior years; recommendation of principal or superintendant; agree to complete senior year	any course†	14 ¼ hours if B average
University of Washington		recommendation of high school principal or counselor; approval of Univ. of Washington	any course	H.S. Relations Office sets limit
University of Wisconsin	1957	completed high school courses available in subject involved; principal's recommendation and statement course will not be counted toward diploma; transcript, including test scores	freshman level	½ number of credits required for Baccalaureate degree

*maximum determined by high school, or one complete year's work in a given subject
†except that ACT test results are required before enrollment in English or mathematics courses
information not available

Achievement of Gifted High School Students in College Courses

In the Luzerne County, Pennsylvania, experiment,[29] 102 of the 104 students who enrolled completed. Of the 102, 33 students received A's, 28 received B's, and 24 C's. Four students enrolled in a class with pass/fail grading; all received a passing grade. There were eight D's, four F's, and one deferred grade.

The Advanced Placement Program of the CEEB has been researched extensively. Dudley and Chamberlain[30] in 1956 did what has been typical of several of the assessments of the program--a follow-up study of grades earned after arrival on campus. Their sample included 26 students whose performance was good to superior. Wilcox[31] examined the grades of 1,7004 students in the first course taken as accelerated students in college. He found that 30.8 per cent were receiving A's, 41.6 per cent B's, 22.5 per cent earned C's, and 5.1 per cent D's or F's. Bergeson[32] studied 104 matched pairs of students enrolled as freshmen at Northwestern University during 1962-64; matching was of students who had accelerated through use of the advanced-placement program with equally gifted regular-process students in classes in English, mathematics, and science. He found

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[29]Husted, Pisaneschi, and Barbe, op. cit.

[30]David A. Dudley and Eugene R. Chamberlain. "The College Board Advanced Placement Program--A Progress Report," California Journal of Secondary Education, 33 (May, 1956) 183-185.

[31]Edward T. Wilcox. A Report of the Faculty of Arts and Sciences on the Progress of Advanced Standing, 1955-61. Harvard University Press, Cambridge, 1962, pp. 1-16.

[32]Bergeson, op. cit.

no significant difference in grades received between the two groups.

The only data available about student performance in college-for-high-school programs through university-extension independent-study programs is the Whittemore[33] grade-distribution report for 52 students who earned college credit through the Superior Students Program of the University of Nevada. The grades earned were:

A's -- 29
B's -- 13
C's -- 9
F's -- 1

Student Performance in University Extension Regular Enrollment Programs

For comparison purposes, it may be useful to report the findings of studies of grade distributions in regular-enrollment programs through independent study conducted by university extension divisions. In a study of University of Illinois students regularly enrolled for college credit through correspondence study for the period 1934-1946, Garvey[34] reported the following grade distribution:

28.8% -- A
34.9% -- B
1.7% -- C
1.7% -- D
6.6% -- E [sic]

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[33]Whittemore, op. cit.

[34]Neil F. Garvey. "A Study of Completion Records of Students in Correspondence Courses at the University of Illinois, 1934-1958." Unpublished report, University of Illinois, 1949, 43 pp.

Powell,[35] in a 1961 study of regular college correspondence enrollments for the period 1957-58, reported:

18% -- A
51% -- B
28% -- C
0% -- D
3% -- F

A summary of high school grades in correspondence study is available for a three-year period covering 856 students who completed high school courses for credit at the University of Tennessee.[36] The distribution reported was:

17.4% -- A
34. % -- B
25.7% -- C
13.5% -- D
9.4% -- F

The high achievement of regularly enrolled college students reported on in the Garvey and Powell studies seems similar to the high predominance of A's and B's reported in the studies of the accelerated students performing in college-level courses. By contrast, the Tennessee study of grade distribution for students regularly enrolled in high school courses shows a greater proportion of students earning D's and F's, a pattern more in keeping, perhaps, with performance expectations for a student body normally distributed in

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[35]Elizabeth Powell. "A Study of Correspondence Registrations in the University System of Georgia, January 1, 1957, through December 31, 1958, with some Comparisons of Previous Figures." Mimeographed, Center for Continuing Education, University of Georgia, 1961, 21 pp.

[36]"A Summary of High School Grades for Three Years, 1966-68." Mimeographed, 1968, University Correspondence Study, Division of University Extension, University of Tennessee, 3 pp.

range of academic ability.

More numerous are the studies of course completion by students regularly enrolled in high school or college courses through university-extension correspondence/independent-study programs. Their findings offer a point of reference against which to judge completion rates among the students participating in this study.

The most comprehensive survey of completion rate conducted among NUEA independent-study institutions involved 32 institutions reporting on 42,000 students.[37] The average of completions in relation to total enrollments was 59.7 per cent. Using the NUEA formula of counting only students who began work on their courses, the average completion rate was 73.8.

More recently, Tempest[38] determined that 70.6 per cent of correspondence students at the University of Utah during 1962-63 completed their courses. Powell[39] reported a 60 per cent completion rate at the University of Georgia in 1965. Scotton and Wecke[40] reported completion rates for summer enrollments in 1963 at 35.7 per

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[37]Research Committee, Division of Correspondence Study, National University Extension Association. An Annotated Bibliography of Correspondence Study, 1897-1960. Mimeographed. 266 pp.

[38]Norinne Tempest. "Study of Home Study Completion Rates, 1962-1963." Unpublished Master's thesis, University of Utah, 1964.

[39]Powell, op. cit.

[40]Donald W. Scotton and Harold W. Wecke. "Summer and Non-Summer Correspondence Course Enrollments." Adult Leadership, 15 (November-December, 1966) 171-172.

cent. Ball, Kim, and Olmstead[41] reported completion rates of 39.7 at the University of Washington. These researchers employed the NUEA formula.

But course completions may be misleading if one attempts to generalize too readily. MacKenzie, Christensen, and Rigby[42] warned that, while the student may drop out because he is not being motivated or is finding the work too hard to begin, he might also stop submitting lessons because he has satisfied personal goals before ever completing the course. Childs had a reservation against drawing premature conclusions from noncompletions that may be particularly applicable to College for High School enrollees:

> Many people enroll with no intention of completing the work. For example, some students who are preparing to enter college, register for mathematics as a refresher course before taking entrance examinations. These students drop when they feel they have acquired what they need to know.[43]

How Students Respond to Accelerated Study

From the evidence of the literature, the experience that the gifted student has in accelerated study while he is at high school is generally positive. Breinan,[44] Ducanis,[45] Ralston,[46] and

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[41]Sandra J. Ball, Han-Young Kim, and Allen D. Olmsted. The Correspondence Study Evaluation Project, Stage I. Institute for Sociological Research, University of Washington, August, 1966, p. i.

[42]MacKenzie et al., op. cit., p. 99.

[43]Gayle B. Childs. "Can We Really Teach Well by Correspondence?" The Bulletin of the National Association of Secondary School Principals, 36 (December, 1952) 12.

[44]Alexander Breinan. "The School and College Program of Admission with Advanced Standing." High Points, 38 (December, 1956) 13-23.

MacGregor[47] all researched the opinions of students in the Advanced Placement program, and the "great majority indicated the program was effective."[48] King[49] studied high school students taking accelerated courses in the high school setting and reported that the majority of students did not feel that their participation in accelerated classes caused any decrease in their participation in other school activities; the students liked being selected and would enter the program again if selected; the students were satisfied that they were receiving grades comparable to grades in regular courses; and they believed that the program was more demanding than regular course work, but they liked its challenge over the usual academic fare. Of the high school students who completed their college-level courses under the program for high school seniors in Luzerne County, Pennsylvania, reported by Husted, Pisaneschi, and Barbe, 95 returned questionnaires of which only one expressed the opinion that he did not enjoy his experience in the program:

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[45]Alex J. Ducanis. Advanced Placement in New York State, A Follow-up Study. The University of the State of New York Press, New York, 1963, pp. 1-24.

[46]Nancy C. Ralston. "The Advanced Placement Program in the Cincinnati Public Schools." The Personnel and Guidance Journal, XL (February, 1962) 557-560.

[47]Warren M. MacGregor. The Significance of the Present Advanced Placement Program at Massapequa High School, Massapequa, New York--With Recommendations for its Future Development. Unpublished Doctoral dissertation, Columbia University, 1962.

[48]Bergeson, op. cit., pp. 2-5.

[49]Fred M. King. "Student Attitudes Toward Acceleration." Education, 88 (September-October, 1967) 73-77.

> Seventy-eight said that they had thoroughly enjoyed the experience, while 16 qualified their answers. Eighty-six thought that the course they took was worthwhile, 7 replied it was somewhat worthwhile and 2 said it was not worthwhile.[50]

Three fourths of the respondants reported that, by comparison with their high school courses, the college courses were more challenging and required more reading and study time.

How School Administrators Respond to College for High School Programs for the Academically Gifted

"What is the case for and against selective acceleration of qualified students?" was the title of one discussion panel at the forty-fourth annual convention of the National Association of Secondary School Principals. The published summary[51] of the panelists' presentations covered the main advantages and disadvantages raised. Cherkis[52] cited the advantages of teacher stimulation and of freedom from the discipline problem because of careful screening and student choice to take part in such programs. But, Cherkis also listed the drawbacks of classroom use of acceleration: complicated programming, difficulty in establishing a genuine class unity, and the lack of stimulus for many teachers when the "leavening of classroom brightness" is removed from the regular classroom. Luke reported on administrators' experiences with college-level classes for high school

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[50]Husted et al., op. cit., p. 42.

[51]Carl Cherkis, A. D. Luke. "What is the Case For and Against Selective Acceleration of Qualified Students?" Proceedings of the Forty-Fourth Annual Convention. National Association of Secondary School Principals. 44 (April, 1960) 71-75.

[52]Ibid., pp. 71-73.

seniors in Billings, Montana, and Mountain Home, Idaho:

> These people believe that their students are going far beyond the capabilities of those students being taught in a heterogeneous group; that they learn more leadership; are stimulated to achieve at high levels; are more nearly working to their capacities; and will go on to achieve more in life because of these types of programs.[53]

On the opposing side, Luke mentioned that "it is undemocratic; it breeds intellectual snobbery; it develops poor social relations."

In his 1960 report as New York State Coordinator of Education for the Gifted, Abraham J. Tannenbaum stated these reservations about the telescoping of college work into the high school programs in New York State:

> Little account is taken of the qualitative differences in mental capacity that distinguish the gifted from the non-gifted, and that suggest the need of a program uniquely suited to these abilities rather than just a telescoped version of an existing plan designed for average students. The superior mind can probably absorb not only conventional content faster but different kinds of content as well. What these different kinds of offerings ought to be and how they can best be taught, remains as yet unanswered. In fact, acceleration offers a convenient means of dodging the question in the first place.[54]

The administrators reporting the Luzerne County, Pennsylvania, experiment stated:

> . . . The most worthwhile aspect of the program appears to have been that these students were exposed to the challenge of advanced learning and became acquainted with the demands and pace of college work.[55]

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[53] Ibid., pp. 73-75.

[54] "Danger Signals in Educating the Gifted." School and Society, 88 (November 19, 1960) 434.

[55] Husted et al., op. cit., p. 42.

Research Findings Regarding Acceleration

Acceleration by grade-skipping has caused the most contention among educators weighing the merits of advanced study for the gifted. Wilson[56] found that fewer than half the educators he questioned were in favor of acceleration resulting in early college admission. Yet Terman and Oden[57] concluded after their 25-year follow-up study of gifted children that college entrance at 16 or 17 for students with IQ's of 135 or above seemed a wise policy; this research team also stated that the claim that such acceleration caused social maladjustment was "greatly exaggerated."

Dr. Sydney L. Pressey,[58] who is credited with leading the movement to get the gifted through school at an accelerated rate, was prompted by his observation that many eminent men (among them Jonathan Swift, Martin Luther, Immanuel Kant, and Sigmund Freud) had completed their formal education early and had produced their masterpieces in their thirties. His 1949 study[59] showed that, of the class entering Ohio State University during 1939-1940, 12 per cent more of the 16-year-olds completed than was true of the 18-year-olds

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[56]F. T. Wilson. "Educators' Opinions about Acceleration of Gifted Students." School and Society, 80 (October 16, 1954) 120-122.

[57]Lewis M. Terman and Melita Oden. The Gifted Child Grows Up. Stanford University Press, Stanford, California, 1947, pp. 275, 281.

[58]Hildreth, op. cit., pp. 276-277.

[59]Sydney L. Pressey. Educational Acceleration, Appraisals and Basic Problems. Bureau of Educational Research, Ohio State University, Columbus, Ohio, 1949.

(a 50 per cent vs. a 38 per cent completion rate). Kogan's[60] 1955 study showed better academic records and more honors for the early college entrants than the older group. In a Fund for the Advancement of Education experiment reported by Hildreth,[61] superior academic achievement was recorded by superior early entrants when compared with regular entrants to college; that same report found most of the superior early entrants not feeling that they had started college too early. However, some boys mentioned early difficulty in getting dates, and some bright girls expressed regret at early admission because of their felt need for greater social maturity. Passow the weight of experimental evidence is in support of acceleration for the gifted: ". . . There appears to be no issue as to whether or not some forms of acceleration should be used in school programs to provide needed flexibility."[62]

Hildreth suggests one way to avoid the risk of harm in any program of acceleration: "The success of accelerates . . . largely hinges on careful selection of accelerates. If care is exercised in the selection of students, the danger of maladjustment is minimized."[63] DeHaan and Havighurst[64] urged attention to the whole

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[60]Nathan Kogan. "Studies of College Students." Journal of Consulting Psychology, 2 (1955) 126-136.

[61]Hildreth, op. cit., p. 283.

[62]A. Harry Passow. "Enrichment of Education for the Gifted." Education for the Gifted. National Society for the Study of Education, Chicago, 1958, p. 214.

[63]Hildreth, op. cit., pp. 292-293.

[64]DeHaan and Havighurst, op. cit., p. 103.

child and suggest that the question be asked: Is the student physically, emotionally, socially as well as academically able to do advanced work? DeHaan and Havighurst also urged consideration of accelerating study, not the child, by "holding the child with his class but providing him with advanced work, . . . doing three years' work in two, doing college work in high school. . . ."[65]

Gleason[66] followed his gifted elementary students studying beginning high school algebra by correspondence study through their subsequent year of geometry or Algebra II. He found that, of the 11 students who took geometry, seven received A's and four received B's; of the three enrolled in Algebra II, there was one A, one B, and one C. Gleason also found that, with some exceptions, students who completed both semesters of beginning algebra received a "relatively high level of supervision," while home-school supervision for those who did not complete was "sporadic or ineffective."[67] He concluded that acceleration through supervised correspondence study would be "most appropriate for students enrolled in schools which do not have the facilities . . . to offer classroom instruction in the specific course requested."[68] However, he saw the need for a high level of selectivity and superior supervision by the local school in replicating the program of study for the elementary age group.

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[65]Ibid.

[66]Gleason, op. cit., p. 35.

[67]Ibid., p. 37.

[68]Ibid., p. 38.

Independent Study: A Viable Medium of Instruction for the Gifted?

Hildreth reported many instances of high school administrators and teachers identifying students who had gone beyond the offerings of the school before graduation and been assigned independent study, and he concluded that such actions were wise: "[The student's] studies are not only enriched, but at the same time he is preparing for independent study in college or at the university."[69] This concern seemed especially appropriate; in 1966 when Hildreth made the statement, a fourth of American institutions of higher learning made some provision for independent study, usually as part of their honors program.

A sample of 436 nonaccelerated high school biology students divided into four groups: 1) independent study, 2) small-group discussion, 3) large-group discussion, and 4) a mixture of independent study with small-group or large-group discussion. The experiment was reported on by Hug[70] in 1970. The independent study group had the largest percentage of students to conclude that they had spent time more wisely, made more gains in learning, found the work more challenging, improved study habits, developed a better ability to think, did more work outside class, and felt that the work helped more to prepare the student for college. Drawbacks to the method were that the group received less individual attention, the students

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[69]Hildreth, op. cit., p. 361.

[70]William E. Hug. "Independent Study Evokes Good Student Attitudes." Science Education, 54 (April-June, 1970) 115-118.

found the work less interesting, and they felt the situation did not enable them to form new friendships.

Wedemeyer expressed a conviction that correspondence study is right for the gifted:

> Correspondence study cannot, of course, meet all the needs of the superior child. There are needs this child has for social, group and leadership experiences that correspondence study cannot provide. But correspondence study can meet . . . his need to be interested, challenged, stimulated by his school work, . . . his need for an individualized method of learning readily adapted to the questing mind, the darting insights, the large span of interest, the love of delving deeply. . . .[71]

A caveat against the kind of correspondence/independent-study course that would not challenge the academically gifted student appeared in 1957 in the report of the proceedings of the Fifth International Conference of the International Council on Correspondence Education. It warned against just adding optional assignments because ". . . average assignments do not test his mettle and optional assignments may be only more of the same."[72] Instead, it was recommended that each course should:

1. suggest exploration beyond the obvious;
2. pose stimulating, thought-provoking questions to cause evaluative thinking;
3. encourage initiative;
4. develop the ability to analyze, evaluate, and weigh evidence

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[71]Charles A. Wedemeyer. "The Teaching of Superior Children by Correspondence Study." Mimeographed copy of an address given at the Fifth International Conference on Correspondence Education, June, 1957, p. 13.

[72]Gleason, op. cit., p. 8.

before arriving at a general conclusion; and

5. equip the student with the skills necessary for effective expression of ideas.[73]

The findings of the Gleason[74] study of elementary school students taking an accelerated high school algebra course through supervised correspondence study (to be discussed more fully later) encouraged replication of the experiment, provided there would be sufficient local school instructional support and careful screening of candidates.

Performance of Gifted Elementary Students in Accelerated Correspondence Study

High achievement levels were reported by Gleason[75] in the University of Wisconsin's experiment in using supervised correspondence study to teach gifted eighth graders high school algebra. The courses were offered on an overload basis. Fifteen of the 32 students who began completed the two semesters of high school beginning algebra. Ten of these students earned grades of 90 or above, four earned grades in the 80's, and one received a grade of 74. The control group was made up of students regularly enrolled in 8th- and 9th-grade algebra classes. Two tests were administered to all students in the experimental and control groups who finished both semesters of algebra: the Lankton First-Year Algebra Test (a standardized test published by the World Book Company) and the test

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[73]Ibid.

[74]Gleason, op. cit.

[75]Ibid.

administered as the final examination for all students upon completion of the first-year correspondence course in algebra at the University of Wisconsin. The experimental group had a higher mean score on both the Lankton and the final correspondence tests.

The other side of achievement is the percentage of students who stay in to complete their enrollment. Gleason[76] offers several possible explanations for interpreting the completion rate of 47 per cent "as very favorable":

1. the students were taking the course in addition to their regular eighth-grade course of study (both control groups included the algebra course in their regular load); and
2. the voluntary nature of the experimental program and the heavy demands made on the time and energies of adolescents both militated against course completion.

He found encouragement in examining the performance of the noncompletion group which had "rather high average lesson grades," with two exceptions. An ancillary study to Gleason's done by Zaret[77] indicated significant differences in attitudes toward correspondence study between the completion and noncompletion groups; the former expressed significantly more positive attitudes toward correspondence study.

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[76]Ibid., p. 36.

[77]Esther Zaret. "Expressed Opinions and Study Habits of Superior Eighth Grade Students Who Participated in Supervised Correspondence Study of First Year Algebra." Unpublished Master's thesis, The University of Wisconsin-Milwaukee, 1960.

The accelerated eighth graders in Gleason's experiment showed attitudes "generally favorable to correspondence study."[78] Students polled after the first semester of the course differed in their responses; students who had finished the first semester had a more highly favorable attitude toward correspondence study than those who did not complete. The group as a whole expressed the most highly favorable attitude toward the course itself and the least favorable attitude toward the assistance received, which Gleason interpreted to indicate that the students would have preferred either more assistance or a different form of assistance. "The immediacy of a classroom teacher's help appeared to be a crucial factor."[79] Students who did not consider the lack of such help a handicap emphasized "the helpfulness of the Study Guide, the clarity of the University instructor's help, and the increased feelings of self-reliance resulting from working independently."[80]

Correspondence Study for Gifted Junior-High Students

Lown[81] reported in 1961 on the use of correspondence study for enrichment of gifted junior-high school students. In September, 1959, the Minnesota National Laboratory, Mathematics Section, State Department of Education, received a special grant from the National Science Foundation through the School Mathematics Study Group (SMSG)

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[78]Gleason, op. cit.

[79]Ibid., p. 33.

[80]Ibid., p. 34.

[81]Lown, op. cit.

to offer free of charge a correspondence course in mathematics. The gifted children were the top one-half per cent in mathematical ability or achievement as indicated by standardized mathematics achievement or ability tests widely used for eighth and ninth graders in the Midwest. Accepted for the program were 288 ninth graders and 299 tenth graders who exceeded the 99.5 percentile cutoff point. Preliminary SMSG materials for the ninth and tenth grades were the basis for the two courses, algebra and geometry. The University of Minnesota Correspondence Study Department administered the courses. The courses were taken as overload, and credit was at the discretion of the school.

Only a preliminary progress report of the study could be procured. The problem of nonstart seemed serious: eight months after the first lessons had been sent out, only 218 of the 297 students in algebra and only 214 of the 300 enrolled in geometry had submitted lessons. Eleven months after enrollment, when 30 or more lessons were considered an index of prompt and regular work, only eight students in algebra and five in geometry had met that goal. Yet Lown concluded:

> It is the opinion of the personnel connected with the administration and supervision of the course that despite the many shortcomings such as a late start, slow preparation of materials, problems arising with proper selection of participants, the overall course was a success.[82]

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[82] Ibid., p. 30.

Lown[80] suggested several improvements. In future selection of participants, he proposed the additional use of tests of general intelligence or scholastic aptitude; lower cutoff points in all tests, possibly at the 95 percentile; and recommendations to be obtained from mathematics teachers and/or counselors of qualifying students who might benefit from the experience. He also suggested a more definite time schedule for lesson submission and, in case of delinquency, urged the sending of an encouraging follow-up letter.

Performance of Gifted High School Students in Accelerated Correspondence Study

Whittemore's brief grade-distribution report on the University of Nevada's Superior Student Program represents the only study of performance by gifted high school students taking college-level courses through university independent or correspondence study. The report contained the following information:

I. Schools Represented:

Reno --------- 15
Wooster ------ 11
Manogue ------ 9
Sparks ------- 7
Carson City -- 3
Eureka ------- 2
Gerlach ------ 2
Non-Nevada --- 1

II. Grade Distribution:

A's -- 29
B's -- 13
C's -- 9
F's -- 1

III. Courses Enrolled in:

Art 102 ------ B
English 101 -- C, A, A, B, A, A, C
English 102 -- B, B, C
French 204 --- B
French 305 --- A

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[81] Ibid., pp. 30-31.

French 306 ------ A
German ---------- F
History 101 ----- C
History 105 ----- B
Math 102 -------- A, B
Math 107 -------- A, A
Math 161 -------- A, B
Math 162 -------- A
Math 181 -------- A, A, B, C, B, A, A, B, C
Math 182 -------- A, WP, B, C,
Music 111 ------- A
Philosophy 101 -- C, A, A
Philosophy 106 -- A, B
Physics 151 ----- A, A
Physics 152 ----- A
Piano ----------- A
Poli. Sci. 203 -- A
Sociology 101 --- C
Spanish 203 ----- A
Spanish 204 ----- A[82]

Summary

The research literature supports early identification of the gifted and the discriminate use of accelerated and independent study for the academically superior high school student.

High levels of performance are reported in programs of accelerated study for gifted high school students studying in and outside the classroom, using classroom instruction or independent study.

Gifted high school students, their teachers and administrators generally respond positively to programs of accelerated study for the gifted. Acceleration resulting in early college admission is also supported by research, but a substantial number of educators hold reservations about the practice based on concern for the individual student's personal and social adjustment to campus life.

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[82]Whittemore, op. cit.

Accelerated study in the classroom is well received by administrators who report the advantages of teacher stimulation, freedom from discipline problems, and students stimulated to achieve at high levels; some educators, however, complain of problems in scheduling, undemocratic segregation by ability-tracking, and telescoped regular curricula rather than advanced study.

Independent study in the high school classroom and through correspondence is reported as a feasible method of study for carefully selected gifted students capable of working independently. The combination of supervised correspondence study and accelerated study for elementary-age students resulted in a high level of performance among those who completed. However, the problem of non-start, incompletion, inadequate screening of candidates, candidates' lack of readiness to study independently, and unsatisfactory local school support were evident. These problems were also present in an experiment using correspondence study to enrich the curriculum of gifted junior-high school students; but, despite these problems, the students, administrators, and parents were generally favorable to the program. A grade-distribution study of one university-extension independent-study program that allowed academically gifted high school students to enroll in college courses indicated high levels of performance among students who completed.

CHAPTER III

METHODOLOGY OF THE STUDY

Description of the Population under Study

The student population consists of 37 students who enrolled in college courses under the College for High School Program of the Extramural Independent Study Center during the period October 15, 1969-October 15, 1970. There were 21 males and 16 females. Ages at enrollment were 15 at age 16, 20 who were age 17, one age 18, one age 24. Thirty-two students were high school seniors; five were juniors. The 37 students enrolled in 39 college courses in the following subject areas:

Subject	Number Enrolled
Anthropology	3
French	5
German	3
History	2
Mathematics	13
Philosophy	3
Physical Education	1
Political Science	2
Psychology	5
Sociology	1
Spanish	1
	39

Two students enrolled in two courses. The rest of the students enrolled in one course each.

The students were from 25 Kansas schools:

Alton High School
Atchison: Ingalls Junior-Senior High School
Baxter Springs High School
Beloit High School

USD 246 Courtland:

Burlington ~~ton~~ High School
Fort Scott High School
Garnett High School
Jetmore High School
Kansas City: Washington High School
Kingman High School
Lakin High School
Leavenworth Senior High School 1400
Louisburg High School
Nemaha Valley High School
Overbrook: Santa Fe Trail High School
Paola High School
Pleasanton High School
Powhattan High School
Shawnee Mission East High School
Shawnee Mission South High School
Tonganoxie High School
Topeka: Auburn-Washburn Unified District
→ Seamon High School
Wellington High School

Method of Selection of Subjects

The names of the 37 students enrolled in the College for High School Program during October 15, 1969-October 15, 1970, were obtained from applications on file in Student Services, Extramural Independent Study Center, Division of Continuing Education, The University of Kansas. Application forms, supporting high school transcripts, and letters of recommendation also on file in the E.I.S.C. Student Services supplied the names of high school administrators and counselors participating in the study.

Preparation of the Questionnaires

Two questionnaires, one for students in the population studied and the other for administrators and counselors of the participating high schools, were devised a) to contain items relating to the areas to be explored as described in the statement of the

study

3):

problem, b) to not be time consuming, and c) to be simple enough to elicit a good response. The questionnaires were test run during November, 1971, among the professional staff of the Extramural Independent Study Center, the Admissions Office, the School Relations Office, and the Guidance Bureau of The University of Kansas. At the same time, the questionnaires were also test run (beginning November 23, 1971) with seven students who completed or withdrew from enrollment in the program before or after the period studied and with their seven sponsoring high school counselors or administrators. The finished questionnaires (copies of which are Appendix C and Appendix D) were circulated February 3, 1972, to the 37 students and 25 high school administrators and counselors selected for the study. An accompanying letter (Appendix E) explained the purpose of the study and sought to enlist the cooperation of each person.

Method of Handling the Data

1. The student profile will be drawn from the application forms, high school transcripts, and letters of endorsement. Data relating to the composition of the population by age, sex, years of high school completed, size of school, occupation, reasons for enrollment, choice of course, and institution where credit is to be filed will be tabulated.

2. From the working and permanent record cards of the Extramural Independent Study Center, data will be reported to indicate how students performed. Classifications will include withdrawals during the three-month refund period, nonstarts, year-end expirations

of enrollments with lesson submission, completions and extension, and grades earned.

3. The questionnaires sent to students, counselors, and administrators will be examined to determine:

a. opinions held about appropriate requirements for admission to the program;

b. the availability in the local high school of

1) special study area,

2) time in the regular school schedule to work on the college course,

3) academic staff for consultation,

4) supervision by a member of the administrative or counseling staff,

5) financial assistance,

6) opportunity to study in pairs or groups;

c. student evaluations of

1) the study guide,

2) the assignments,

3) the exams,

4) the instruction,

5) other media,

6) Student Services,

7) the overall course;

d. where students turned for help and their evaluation of such help;

e. factors identified as contributing most to motivating the student to course completion;

f. factors identified as contributing most to discouraging the student from course completion;

g. opinions regarding benefits of the program to the student and the school;

h. local school officials' estimates of how many students from the high schools represented might benefit from the program if financial aid were available;

i. grades earned in the next college courses (taken in residence) for which the program courses prepared the students;

j. suggestions for improving the program.

From all the data, the writer will seek

1. to identify student needs as they are articulated by the students and their high school sponsors;

2. to determine how adequately or inadequately the College for High School Program, as it now functions, is meeting student needs; and

3. to learn how the respondants suggest the program should be improved to better meet student needs.

The writer chose purposely to cover broad ground because no research has been done on similar programs and because it seemed operationally valuable at this time to learn how well the program is functioning in several critical areas.

The questions are mainly open-ended because the writer wished not to restrict response in this exploratory study and because it was hoped that, from the direction of the responses, it might be possible to derive discrete response categories in future research when a larger student population becomes available.

CHAPTER IV

RESULTS OF THE STUDY

Questionnaire Follow-Up and Returns

The questionnaires were sent again on February 21 to nonrespondents, and follow-up telephone interviews were conducted from February 21 through March 7, 1972. Of the 39 questionnaires sent to counselors and principals sponsoring each student in the population under study, 38 (97 per cent) were returned. One of these was only useful in registering the counselor's opinions about admissions policies for the program because the counselor, who served in a large urban high school, could not remember the details about the student's experience in the program. The nonresponding counselor had moved out of state; there had also been a turnover of principals at the school, and no forwarding address could be obtained. Fourteen counselors and 12 principals serving in 24 of the schools attended by the students in the study were responsible for the 38 returns; some reported on more than one student in the program.

Twenty-nine of the 37 students (78 per cent) responded to the student questionnaires. One student who had been double enrolled returned questionnaires for each enrollment, making a total return of 30 questionnaires of the 39 sent. All categories of performance were heard from: one of the two students who withdrew (50 per cent); six of the nine students (66 per cent) who did not start; ten of the 13 (77 per cent) who submitted lessons but did not

complete; and 12 of the 13 students (92 per cent) who completed. (The performance categories, which will be reported on at greater length later in the study, include: withdrawals during the initial three-month refund period with no lesson submissions; nonstarts, which include students who enrolled, did not withdraw, and did not submit any lessons; noncompletions refer to students who enrolled, submitted one or more lessons but did not complete the course; and completions account for students who enrolled, completed all work required including the final examination, and received a letter grade and college credit for the course.)

The Student Profile

Data from the Center's records, high school transcripts, and letters of recommendation from school sponsors permitted 100 per cent reporting for the student profile.

Age and Sex

The 37 students enrolled in the 39 courses included 21 males and 16 females. Their ages at enrollment were:

Age	f	%
16	15	.41
17	20	.54
18	1	.03
24	1	.03

High School G.P.A.

Two students, both male, enrolled in two courses each. High school grade-point averages met or exceeded the B-plus admission requirement in 32 of the 37 enrollments (86 per cent). Table 2 shows the distribution of high school grade-point averages.

TABLE 2

DISTRIBUTION OF STUDENTS'
HIGH SCHOOL GRADE-POINT AVERAGES*

GPA	f	%
A	16	.43
A-	12	.32
B+	4	.11
B	3	.08
B-	0	.00
C+	1	.03
C	1	.03
Totals	37	1.00

* Unless otherwise noted, the following scale is used in this study for computing student G.P.A.:

A+	4.00	B+	3.00	C+	2.00	D+	1.00	F	0.00
A	3.66	B	2.66	C	1.66	D	.66		
A-	3.33	B-	2.33	C-	1.33	D-	.33		

The sixteen girls had an average high school G.P.A. of 3.39; the 21 boys' average high school G.P.A. was 3.26. A comparison of high school G.P.A. by sex in the four performance categories is shown in Table 2A.

TABLE 2A
COMPARISON OF HIGH SCHOOL G.P.A. BY SEX

Category	N	F	M
Withdrawals	2	3.33	
Nonstarts	9	3.26	2.83
Noncompletions	13	3.39	3.41
Completions	13	3.66	3.32

Resident High Schools

Twenty-seven of the 39 enrollments (69 per cent) were by students enrolled in high schools with total enrollment figures of 710 pupils or less. Twenty of the 25 participating schools (80 per cent) were in the category of 710 pupil enrollment or less. Table 3 reports raw-data enrollment figures for the participating schools and number of students from these schools who participated in the College for High School Program. Table 4 shows the distribution of enrollments by local school size.

Reasons for Enrollment and Student Occupation

Thirty-six of the students listed their occupation as student. The thirty-seventh enrollee was a twenty-four-year-old widowed homemaker and mother completing credits for high school graduation. Additional data on the application blanks were used to determine the reasons why students enrolled in the College for High School Program. The reasons cited and the numbers of students under

TABLE 3

PARTICIPATING HIGH SCHOOL ENROLLMENT FIGURES AND
NUMBER OF COLLEGE FOR HIGH SCHOOL ENROLLMENTS PER SCHOOL

School	Total Enrollment	Program Enrollments
Alton High School	284	1
Atchison: Ingalls Junior-Senior High School	1140	5
Baxter Springs High School	317	1
Beloit High School	300	1
Burlingame High School	115	1
Courtland: USD 246	70	1
Fort Scott High School	670	1
Garnett High School	457	1
Jetmore High School	143	1
Kansas City: Washington High School	3600	3
Kingman High School	500	1
Lakin High School	196	1
Leavenworth Senior High School	1400	2
Louisburg High School	285	1
Nemaha Valley High School	253	2
Overbrook: Santa Fe Trail High School	363	1
Paola High School	600	2
Pleasanton High School	130	1
Powhattan High School	100	1
Shawnee Mission East High School	1938	1
Shawnee Mission South High School	2304	1
Tonganoxie High School	395	1
Topeka: Auburn-Washburn Unified District	697	1
Seamon High School	710	1
Wellington High School	570	6

TABLE 4

DISTRIBUTION OF NUMBERS OF ENROLLMENTS IN THE COLLEGE FOR HIGH SCHOOL PROGRAM ACCORDING TO SIZE OF RESIDENT HIGH SCHOOL

School Size	N	%
0- 500	16	.41
501-1,000	11	.28
1,001-1,500	7	.18
1,501-2,000	1	.02
2,001-2,500	1	.02
2,501-3,000	0	.00
3,001-3,500	0	.00
3,501-4,000	3	.08
Total	39	.99

each category are as follows:

Reason	f	%
High school did not offer course	12	.32
For a head start in college	9	.24
To meet college-major prerequisite	5	.13
Interest in subject	4	.11
To experience college-level study	3	.08
Can apply credit to high school diploma	1	.03
To learn more about people and myself	1	.03
To develop a personal philosophy	1	.03
School counselor thought it a good idea	1	.03

Students' Future Plans

It was in the main a college-bound population. Of the 35 students about whom information was obtained either from the students or the high school sponsor, all but four went on to college or were planning early matriculation at college. One of the four who did not go to college was in training as an X-ray technician, one remarried, and one went into the Air Force. Table 5 compares the original choice of institution for filing credit with the institution attended or career choice in spring 1972. The original choice need not indicate earlier firm commitment because students uncertain of where they wished the credit to be registered could have it registered at K.U. for later consideration as to its applicability at K.U. or elsewhere.

The University of Kansas took the lead in the number of students attending or planning to transfer in the immediate future: 12 students, or 32 per cent. More students who earned credit applied the credit at K.U than at any other institution. ~~Table 5 compares original with ultimate career or college choice.~~

TABLE 5

COMPARISON OF ORIGINAL CHOICE OF INSTITUTION FOR APPLYING CREDITS EARNED IN THE COLLEGE FOR HIGH SCHOOL PROGRAM AND INSTITUTION ATTENDED OR CAREER CHOICE IN SPRING 1972

Subject	Sex	Original Choice	Spring 1972
1	F	KU	KCJUCO
2*	F	KU	UMKC***
3	F	KU	Remarriage
4	F	KSC, Pittsburg	KSC, Pittsburg
5*	M	KSU	KSU
6	M	KU	KU
7	M	KU	Unknown
8*	M	KU	KU
9*	F	KU	Fort Scott Community College
10*	M	KU	KU
11	M	KU	Did not go to college
12	M	KU	KU
13*	F	KU	KU
14	M	KU	KSC, Pittsburg
15**	M	KU	U.S. Coast Guard Academy
16	F	KU	Cornell University
17	F	KU	University of Chicago
18	M	KU	Washburn University
19*	M	KSU	KSU
20*	F	KU	Metropolitan State Univ., Colorado
21	M	KU	Northeast State Col., Greeley, Colo.***
22*	M	KU	KU
23	F	KU	KU
24	F	KU	KU
25	M	KU	KU
26	F	KU	Unknown
27*	M	KU	KU
28	M	KU	KU
29	M	KU	U.S. Air Force
30##	M	KU	University of Chicago; KU***
31*	M	KSU	KSU
32	M	KU	Benedictine College
33	F	KU	UMKC
34*	M	KU	KU
35	F	KU	KSU
36	F	KU	Washburn University
37	F	KU	Wesley School of Nursing

* Student earned college credit in the program.
** Student successfully completed two courses in the program.
Student enrolled in two courses but did not complete.
*** Student plans to attend in near future.

Only four of the 16 girls (25 per cent) attended the college indicated as their choice for matriculation or filing of credits at enrollment, compared with 12 of the 21 boys (57 per cent) who did this.

Student Performance

Withdrawals

From working cards of the Extramural Independent Study Center, data were extracted to report performance by the 37 students. Two students (five per cent) withdrew during the first three-month period when students are eligible for refund. One was enrolled in French 1c, the other in French 3c. Lack of time was cited by one student as reason for dropping; the other student stated that she believed that she did not have the level of competence in the language the course required. The students who dropped had G.P.A.'s of A and B+.

Nonstarts

Nine students (24 per cent) did not start work on their courses. Table 6 lists these students by sex, course enrolled in, and high school G.P.A.

Two boys from the same school enrolled in the anthropology course; two girls from

TABLE 6

STUDENTS WHO ENROLLED BUT DID NOT SUBMIT LESSONS

Subject	Sex	Course	GPA
1	F	Philosophy 12c	2.00
2	M	Sociology 1c	3.66
3	M	Psychology 1ac	3.33
4	M	Anthropology 2c	2.66
5	M	Anthropology 2c	1.66
6	F	Political Science 3c	3.33
7	F	Political Science 3c	3.66
8	F	Plane Trigonometry 3c	3.66
9	F	French 1c	3.66

Average GPA for nonstarts: 3.068
Average GPA for female nonstarts: 3.262
Average GPA for male nonstarts: 2.827

another high school took the political science course and intended to study together.

Noncompletions

Thirteen students (35 per cent) submitted lessons in 14 courses but never completed their course work. Six did five or more lessons. In eight courses students earned lesson averages of A- or A, and in six courses they had lesson averages of B or B+. One student in philosophy did 18 lessons, working into an extension period, and then chose not to complete because he preferred the Thomistic approach of a humanities course in residence to the comparative approach of the independent-study course. Two of the girls were in a school supervision arrangement not to their liking because of the enforcer quality of the supervision, and one student in another school indicated that she had never intended to complete but wished only to use the course for refresher purposes.

Tables 7 through 9 illustrate the performance patterns of the noncompletion group. Table 7 reports performance at high school and in the E.I.S.C. courses by the group. Tables 8 and 9 show female and male performances respectively.

Completions

Fourteen course enrollments were completed by 13 students. Of the 28 course enrollments in which work was done, 50 per cent of the courses were completed. All told, 28 of the 39 courses (72 per cent) in which students enrolled were worked on and had lesson submissions.

TABLE 7

COMPARISON OF HIGH SCHOOL GPA'S AND LESSON AVERAGES
OF THE NONCOMPLETION GROUP

Subject	Sex	Course	Number Lessons	Average Lesson Grade	High School GPA
1	F	Introductory Physical Ed. 36c	2	3.66	2.66
2	M	Calculus/Analytical Geometry	4	2.66	3.33
3	M	Anthropology 1c	9	2.66	3.33
4	M	College Algebra 2ac	4	2.66	3.00
5	F	College Algebra 2ac	5	3.00	3.66
6	F	Plane Trigonometry 3c	1	3.66	3.66
7	F	Psychology 1ac	2	3.66	3.66
8	F	German 1c	7	3.66	3.33
9*	M	Introductory Philosophy	18	3.66	3.33
10	M	Introductory Philosophy	2	3.66	3.66
11	M	College Algebra 2ac	4	3.00	3.66
12**	M	Anthropology 1c	10	3.00	3.66
		#Introductory Philosophy	#10	#3.66	#3.66
13	M	College Algebra 2ac	1	3.66	3.33
Totals	F-5 M-8		69	42.60	44.27
Averages			5.30	3.27	3.40

* Student worked into extension period.
** Student double enrolled.
\# Not computed in totals or averages.

TABLE 8

FEMALE STUDENT PERFORMANCE IN THE NONCOMPLETION GROUP

Subject	Number Lessons	Lesson GPA	H.S. GPA
1	2	3.66	2.66
5	5	3.00	3.66
6	1	3.66	3.66
7	2	3.66	3.66
8	7	3.66	3.33
Totals 5	17	17.64	16.97
Averages	3.40	3.52	3.39

TABLE 9

MALE STUDENT PERFORMANCE IN THE NONCOMPLETION GROUP

Subject	Number Lessons	Lesson GPA	H.S. GPA
2	4	2.66	3.33
3	9	2.66	3.33
4	4	2.66	3.00
9	18	3.66	3.33
10	2	3.66	3.66
11	4	3.00	3.66
*12	10	3.00	3.66
13	10	3.66	3.33
Totals 8	61	24.96	27.30
Averages	7.62	3.12	3.41

* Student double enrolled; only first enrollment calculated. He had submitted 10 lessons in each course.

Ten of the students (77 per cent) who completed came from high schools with total enrollments of 710 or less.

Table 10 illustrates performance by the completion group. Only one student in this group had a high school GPA lower than B plus. Table 10A indicates letter grade distribution for the group.

TABLE 10A

GRADE DISTRIBUTION FOR THE COMPLETION GROUP

Grade	Females	Males	Combined
A+		1	1 = 7%
A	1	1	2 = 14%
A-	2	5	7 = 50%
B+		1	1 = 7%
C	1	2	3 = 21%
Totals	4	10	14 99%

Tables 11 and 12 illustrate student performance by sex. A greater percentage of males (9, or 43 per cent) than females (4, or 25 per cent) persisted to completion.

TABLE 10

PERFORMANCE BY COMPLETION GROUP

A	B	C	D	E	F	G	H	I
Subject	Sex	Course	Credit Hours	Number Lessons	Lesson Average	Exam Grade	Course Grade	H.S. GPA
1*	F	General Psychology	3	24	3.66	3.66	3.66	3.66
2	M	Plane Trigonometry	2	16	3.33	.66	1.66	2.66
3	M	General Psychology	3	24	3.66	3.66	3.66	3.66
4	F	General Psychology	3	24	3.33	2.66	3.33	3.66
5	M	German 2	5	40	2.33	0.00	1.66	3.00
6	F	French 2	5	40	3.00	1.33	1.66	3.33
7**	M	United States History 7	3	20	3.33	2.00	3.00	3.00
		United States History 8	3	18	3.33	3.00	3.33	3.00
8	M	Plane Trigonometry	2	16	3.66	3.00	3.33	3.33
9	F	Introductory College Algebra	3	24	3.00	3.66	3.33	3.66
10	M	French 2	5	40	3.66	2.66	3.33	3.33
11	M	Introductory College Algebra	3	24	3.00	3.66	3.33	3.66
12	M	Plane Trigonometry	2	16	3.33	4.00	4.00	3.66
13	M	Spanish 3	3	24	3.33	2.33	3.33	3.66
		Totals	45	350	42.62	33.28	39.28	44.27
		Averages	3.21	25	3.28	2.56	3.02	3.41

* Completed during extension.
** Student double enrolled; only first enrollment totaled and averaged in columns F through I.

TABLE 11

PERFORMANCE BY FEMALES IN COMPLETION GROUP

Subject	Credit Hours	Course Grade	H.S. GPA
1	3	3.66	3.66
4	3	3.33	3.66
6	5	1.66	3.66
9	3	3.33	3.66
Totals 4	14	11.98	14.64
Averages	3.5	2.99	3.66

TABLE 12

PERFORMANCE BY MALES IN COMPLETION GROUP

Subject	Credit Hours	Course Grade	H.S. GPA
2	2	1.66	2.66
3	3	3.66	3.66
5	5	1.66	3.00
7*	6	3.00	3.00
8	2	3.33	3.33
10	5	3.33	3.33
11	3	3.33	3.66
12	2	4.00	3.66
13	3	3.33	3.66
Totals 9	31	27.30	29.96
Averages	3.44	3.03	3.32

* Student double enrolled; second enrollment is calculated only in credit hours earned.

In summary, 13 per cent of the girls withdrew, 31 per cent did not start, 31 per cent were noncompleters, and 25 per cent completed. No male withdrew, 19 per cent did not start, 38 per cent started but did not complete and 43 per cent completed.

Opinions About Admission Requirements

Reporting in the remaining part of this chapter will be done on the basis of the 38 counselor/principal questionnaires and the 30 student questionnaires returned.

Counselor/Principal Opinions

The combined responses of the counselors and principals had a majority in favor of dropping the present requirements of class standing in the upper half and a G.P.A. of B+ or above, and of retaining (by a vote of 23 to three) the need for a counselor or principal recommendation. The counselors were evenly divided on dropping or retaining the G.P.A. and class-standing requirements, but voted overwhelmingly to retain the counselor/principal recommendation. A majority of the principals were in favor of dropping the first two requirements and were unanimous in favor of requiring the principal/counselor recommendation. Tables 13, 14, and 15 show the separate and combined counselor/principal vote on the admission requirements.

Among the additional comments made by this group of respondents, six counselors suggested the following: one advised leaving

TABLE 13

COUNSELORS' RECOMMENDATIONS FOR ADMISSION REQUIREMENTS

	Placement upper ½ class		GPA B+ & above		Couns./Princ. Recom.	
Yes	7	50%	7	50%	11	79%
No	7	50%	7	50%	3	21%

TABLE 14

PRINCIPALS' RECOMMENDATIONS FOR ADMISSION REQUIREMENTS

	Placement upper ½ class		GPA B+ & above		Couns./Princ. Recom.	
Yes	5	42%	4	33%	12	100%
No	7	58%	8	67%		

TABLE 15

COMBINED PRINCIPALS' AND COUNSELORS' RECOMMENDATIONS FOR ADMISSION REQUIREMENTS

	Upper ½ class		GPA B+ & above		C/P Recommendation	
	Yes	No	Yes	No	Yes	No
Counselors	7	7	7	7	11	3
Principals	5	7	4	8	12	0
Totals	12	14	11	15	23	3
Percentages	.46	.54	.42	.58	.88	.12

the admission decision to the discretion of the counselor or principal; two suggested lower G.P.A.'s of B or B-; two suggested higher class standing (upper 1/3 or 1/4); and one suggested having the teacher teaching the subject matter being pursued in independent study be the recommending party. One principal urged raising tuition and refunding it on course completion.

Student Opinions

Students were most closely divided on the issue of retaining the class-standing requirement. They voted 21 to eight in favor of dropping the G.P.A. requirement and were most in favor (20 to nine) of retaining the requirement of the counselor/principal recommendation. Several indicated that students should be recommended only if they displayed a great deal of interest in the subject matter. Two would involve the classroom teacher in the recommendation process. Four students would require that the local school make available backup help from the teaching staff. Table 16 reports student voting on the admission requirements.

Support Available in the Local School

Students' Perceptions

Table 17 illustrates the students' reporting of available back-up help in their schools. The distinction should be made that this is reporting of back-up help that was there but not necessarily used.

The student who withdrew reported no help at all. Half the nonstarts had the college course fitted into their regular schedules, had special areas assigned in the schools, and had counselor/

Can't this table be placed at the beginning of pg 72

TABLE 16

STUDENTS' RECOMMENDATIONS FOR ADMISSION REQUIREMENTS

	Placement	upper ½ class	GPA B+ & above		Couns./Princ. Recom.	
Yes	14	48%	8	28%	20	69%
No	15	52%	21	72%	9	31%

TABLE 17

STUDENTS' PERCEPTIONS OF LOCAL SCHOOL SUPPORT

		Time Allowed in H.S. Schedule		Study Area Provided		Teacher Avail.		Couns./ Princ. Superv.		Financ. Aid		Study in Pairs/ Groups	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Withdrawals	(1)		1		1		1		1		1		1
Nonstarts	(6)	3	3	3	3	4	2	3	3	2	4	1	5
Noncompletions	(10)	9	1	8	2	5	5	4	6	2	8	4	6
Completions	(12)	4	8	4	8	8	4	2	10	1	11	2	10
Totals	(29)	16	13	15	14	17	12	9	20	5	24	7	22
Percentages		.55	.45	.52	.48	.59	.41	.31	.69	.17	.83	.24	.76

principal supervision. Two thirds of the nonstarters had teachers available but no financial help. Only one of the six nonstarters could study in pairs.

According to the students' reporting, the noncompletion group had the most back-up help of all in terms of being able to fit in the course with their regular schedules, having special study areas assigned, receiving financial aid in the form of textbook purchases by the local school, and being able to study with other students. These students' comments suggested other problems, however. The school supervision in one setting was more of an enforcing than a facilitative nature. The students had to turn in assignments to the supervisor, who graded the students for the school's reporting purposes and, in some instances, before the lessons were forwarded to the college instructor. In that same situation, the students could study in the same area but could not communicate with each other about their independent study.

The completers, on the other hand, were twice as often taking the course on an overload basis with no special study area set aside. They had relatively less counselor/principal supervision than any other group. Only one of the 12 respondents received financial assistance by having the text purchased by the school, and only two of the twelve could study together with other students similarly enrolled. The one area where the completers showed exceptional support was in the availability of a teacher to consult when problems arose; eight of the 12 (66 per cent) had this help. High school study areas in which the students worked included a regular

classroom in which five mathematics students studied together, study hall, and the library.

Principals'/Counselors' Perceptions

Some discrepancy seems apparent between the help available to students and their knowledge of such help. On only one score--financial aid--were the students aware of support of which their reporting counselors were unaware.

Table 18 tabulates the counselor/principal perceptions of help available to the students in the local schools. None of the sponsors reported availability of financial aid. Discrepancies between the two sets of reporting will be discussed below in terms of performance categories. Each sponsor's response is listed by the performance category of the student they are reporting on.

Withdrawals: Here student and counselor accounts coincided as they reported the lack of availability of help in all areas except one. One student could count on counselor help.

Nonstarts: Seventy-five per cent, as opposed to the student figure of 50 per cent, was reported by counselors to indicate the percentage of students who had their independent-study courses included in their regular schedule. The school sponsors also reported more students with special study areas assigned (75 per cent), available teacher help (75 per cent), and opportunity to study in pairs or groups. The sponsors reported relatively less counselor/principal supervision and no available

TABLE 18

COUNSELORS'/PRINCIPALS' PERCEPTIONS OF LOCAL SCHOOL SUPPORT

		Time Allowed in H.S. Schedule		Study Area Provided		Teacher Avail.		Couns./ Princ. Superv.		Financ. Aid		Study in Pairs/ Groups	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Withdrawals	(2)		2		2		2	1	1		2		2
Nonstarts	(8)	6	2	6	2	6	2	2	6		8	4	4
Noncompletions	(13)	11	2	9	4	9	4	7	6		13	4	9
Completions	(13)	4	9	4	9	11	2	1	12		13		13
Totals	(36)	21	15	19	17	26	10	11	25		36	8	28
Percentages		.58	.42	.53	.47	.72	.28	.31	.69		1.00	.22	.78

financial aid.

Noncompletions: The counselors and principals concurred with the students' accounts that more students had the courses fitted in with their schedules than not, and had special study areas assigned. Differences appeared in teacher availability, about which the counselor/principal reports indicated that nine out of 13 students had this support (vs. five "yes" and five "no" from the students). Counselor/principal support was proportionately larger in the accounts of the school sponsors: seven "yes" and six "no," as compared with the students' reports of four "yes" and six "no." Both accounts tallied in the number of students who could study in pairs or groups.

Completions: Both school sponsors' and students' accounts agreed that, in the main, the students were taking their independent-study courses on an overload basis, that more than twice as many students did not have special study areas assigned as did have this support, and that teacher back-up support was more available than not. According to the sponsors, more teacher help was available than the students reported; on the other hand, some students reported counselor/principal help that apparently was not available--an interesting difference since neither respondent group reported much help available here to begin with. Also, two students studied with other students, something not completely accepted by the school sponsors, who reported that none of the 13 completing students was permitted to study in pairs or groups.

Students' Report on Assistance with Study Problems

The students were asked: "If you had study problems with your college course, where did you turn for help? How would you rate the help given?" To rate the help received, the students were asked to use a four-point scale of: A, excellent (4); B, good (3); C, fair (2); D, poor (1), and F, failure (0). Table 19 tabulates the responses to this question. No help was available according to two students. One student did not respond to this item. It is interesting that the rating of the help ascended as the categories moved from withdrawal to completion.

Table 20 indicates the order in which students turned for study help. High school teachers were most often turned to, although, as Table 19 indicated, as many students (eight) handled the problems themselves, reported no problems, or did not seek help. Next in order were EISC instructors. Counselors and classmates were consulted equally (three).

Table 20 also reports how students rated the help they received when they sought it. One student rated himself as A; three students rated their classmates' aid as B; four of the five EISC instructors rated earned ratings averaging 2.5; high school teachers earned a rating of D; and counselor ratings were lowest at 1.33.

EISC Help Sought

The student questionnaire contained the question, "Under what circumstances did you seek help from the Extramural Independent Study Center?" The students were also asked to identify the EISC staff member to whom they turned and to rate any help given.

TABLE 19

WHERE STUDENTS WENT FOR HELP WITH STUDY PROBLEMS
AND THEIR RATING OF SUCH HELP

Performance Category	Subjects	Where	Rating of Help	Average Rating by Group
Withdrawals	1	counselor	0	0
Nonstarts	1	counselor	1	
	2	H.S. teacher	1	
	3	counselor	3	
	4	H.S. teacher	2	
	5	H.S. teacher	1	
	6	classmate	3	
				1.83
Noncompletions	1	none sought	-	
	2	EISC instructor	1	
	3	classmates	3	
	4	H.S. teacher	1	
	5	EISC instructor	2	
	6	no problems	-	
	7	H.S. teacher	3	
	8	no problems	-	
	9	self	4	
	10	classmates	3	
				2.43
Completions	1	EISC instructor	**	
	2	self	**	
	3*	-	-	
	4	none available	-	
	5	EISC instructor	3	
	6	H.S. teacher	3	
	7	no problems	-	
	8	H.S. teacher	1	
	9	EISC instructor	4	
	10	no problems	-	
	11	H.S. teacher	4	
	12	none available	-	3.00

* Student did not respond to question.
** Student did not offer a rating of the help.

Repeat the rating scheme

TABLE 20

PRIORITY OF HELP SOUGHT BY STUDENTS WITH RATINGS OF HELP

High School Teachers Rating	EISC Instructors Rating	Counselors Rating	Classmates Rating	Self Rating
1	1	0	3	4
2	2	1	3	*
1	*	4	3	
1	3			
3	4			
3				
1				
4				
Totals 16	10	5	9	4
Av. 2.00	2.50	1.33	3.00	4.00

* Subject designated help but did not rate it.

Only six (21 per cent) of the 29 students responding reported having sought help of the Center. Only one nonstart and one noncompletion student asked for help there. The greatest number of requests (four), 29 per cent, came from the completion group. The staff to whom the students turned and the rating of their help were as follows:

EISC Staff	Frequency	Rating
Instructors	2	B, C
*EISC general address	2	B, F
Exam clerk	1	A
Student Services	1	A

* Letters addressed to Center indicating no particular person. The F rating was for an unanswered letter.

Students' Ratings of Eight Aspects of the Program

The students were asked to rate on the four-point scale eight aspects of enrollment in the College for High School Program: the study guide, texts, assignments, exams, media, instruction, student services, and the overall course. Tables 21 through 24 illustrate the students' ratings of these aspects by performance groups.

The completion group rated the study guide, assignments, instruction, and exams higher than the other performance categories did. The completion group alone used student services.

The noncompletion group gave lower ratings to the study guide and text than did the other two groups; it gave lower ratings to assignments, exams, media, instruction, and the overall course than did the completion group.

TABLE 21

STUDENT RATING OF THE PROGRAM--WITHDRAWAL GROUP

Subject	Study Guide	Text	Assign-ments	Exams	Media	Instruc-tion	Student Services	Course
1	2	1	1		1			
Totals	2	1	1		1			
Averages	2.00	1.00	1.00		1.00			

TABLE 22

STUDENT RATINGS OF THE PROGRAM--NONSTART GROUP

Subject	Study Guide	Text	Assign-ments	Exams	Media	Instruc-tion	Student Services	Course
2	3	2	2					
3	3	4	1					3
4	4	4	3					4
5	3	4	2					3
6	3	3	2					3
7	3	3	2		3			4
Totals	19	20	12		3			17
Averages	3.17	3.33	2.00		3.00			3.40

TABLE 23

STUDENT RATINGS OF THE PROGRAM--NONCOMPLETION GROUP

Subject	Study Guide	Text	Assign-ments	Exams	Media	Instruc-tion	Student Services	Course
8	2	4	4			1		2
9	2	2	4	3		2		3
10	3		3					3
11	2	3	2			3		
12	3	3	3	3	1	2		2
13	2	0	1			3		2
14	3	1	4	3		2		3
*15	3	1	3			2		2
	1	0	1			1		1
16	3	3	4			3		3
17	2	3	2			3		2
Totals	26	20	31	9	1	27		23
Averages	2.36	2.00	2.82	3.00	1.00	2.20		2.30

* Student double enrolled but completed neither course.

TABLE 24

STUDENT RATINGS OF THE PROGRAM--COMPLETION GROUP

Subject	Study Guide	Text	Assign-ments	Exams	Media	Instruc-tion	Student Services	Course
18	4	4	4	4		4		4
19	3	1	3	1		3		2
20	4	3	4	3		4		4
21	3	3	3	3		4	4	3
22	3	3	3	3		4		3
23	3	3	2	3	2	2		2
24	2	4	3	4		2		3
25	4	3	4	3		4		4
26	4	3	4	4	2	4	3	4
27	3	3	2	4		3		3
28	3	3	3	4		3		3
29	*	3	1	3		0	4	2
Totals	36	36	36	39	4	37	11	37
Averages	3.32	3.00	3.00	3.25	2.00	3.08	3.66	3.08

* Student did not complete item.

On the whole, the completion group seemed to rate its total experience most highly. All categories except exams were rated below B by the noncompletion group, indicating a generally lower rating of their experience than was true of the completion group. The B or above rating assigned in all categories except assignments by the nonstart group may suggest that that first assignment was the most painful experience of all. The high assessment of the overall course by the nonstart group, while puzzling, does fit in with the generally positive response of the group in responding to the questionnaires and concluding that something had been gained even if the first lesson had never been submitted. On the other hand, this group was the least able to judge.

Instructional qualities that rated high in the students' comments were friendliness, ability to challenge the student, generous amounts of comments, and prompt lesson returns. Lack of instructor comments drew a rating of F.

Suggestions for updated texts or ones better suited to the independent-study medium were made, along with requests for improved language tapes. The German and French courses have since been withdrawn by the Center and replaced by new courses with new media support. The poor ratings of the language tapes were accurate indicators of student difficulties.

Table 25 shows the averages of all the ratings from the four performance groups. Those averages yield the following priority sequence of student assessment of their enrollment experience: student services first, followed by exams, study guide, overall course,

TABLE 25

AVERAGE OF STUDENTS' RATINGS OF THE PROGRAM

	Study Guide	Text	Assign-ments	Exams	Media	Instruc-tion	Student Services	Course
Number of Responses	29	29	30	15	5	22	3	27
Totals	83	77	80	48	9	59	11	77
Averages	2.86	2.66	2.66	3.20	1.80	2.69	3.66	2.85

instruction, assignments, text, and media. The student-services rating represents only three responses, and the media response only five.

Table 26 tabulates the completion students' course grades and their ratings of the course for comparison purposes. In rating the overall course, five of the completion group assigned lower ratings than their own course grade; four gave the same letter rating, and three rated the overall course higher than their course grade.

Factors Motivating the Students to Complete

Student Perceptions

"What factor contributed most to motivating you to complete the course?" was answered by 12 of the 13 students who completed. Table 27 summarizes these returns and Table 28 assigns responsibility for the factors named.

School Sponsors' Perceptions

The responding counselors and principals advanced opinions about what contributed most to motivating students to complete; they reported on 12 of the 13 students who completed. Tables 29 and 30 tabulate the school sponsors' responses.

TABLE 26

COMPARISON OF COMPLETION STUDENTS' COURSE GRADES
WITH THEIR OVERALL COURSE RATINGS

Subject	Course Grade	Overall Course Rating
1	A	A*
2	C	C*
3	A	A*
4	A-	B**
5	C	B***
6	C	C*
7	A-	B**
8	A-	A***
9	A-	A***
10	A-	B**
11	A	B**
12	A-	C**

* Rating same as grade.

** Rating lower than grade.

*** Rating higher than grade.

TABLE 27

STUDENT-IDENTIFIED FACTORS CONTRIBUTING MOST TO COURSE COMPLETION

Performance Category	Factors	Frequency
Completions	quality of instruction	2
	college credit	2
	paid for it	2
	to finish before entering K.U.	2
	assignments challenging	1
	self-discipline	1
	speed of lesson return	1
	no reason not to	1
	Total	12

TABLE 28

CATEGORIES OF RESPONSIBILITIES FOR STUDENT-IDENTIFIED FACTORS CONTRIBUTING MOST TO ENCOURAGE XXXXXXXX COURSE COMPLETION

Student		ETSC		Other Externals		Other Externals	
Paid for it-self-disc. no reason not to	2 1 1	Quality of instruction assignments challenging speed of lesson return	2 1 1			college credit KU Admissions Deadline	2 2
Totals	4		4				4
Percentages	33.33		33.33				33.33

2 OF 2

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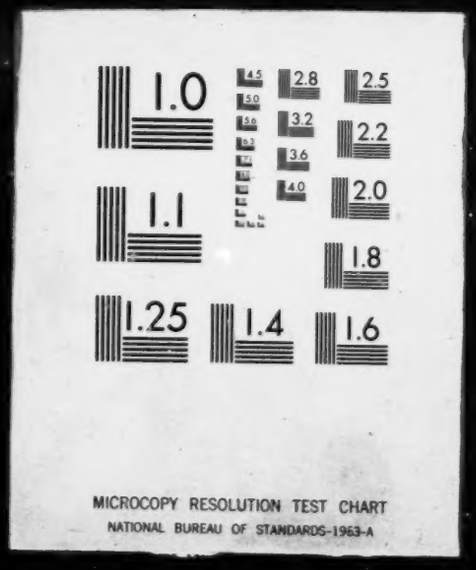

TABLE 29

COUNSELOR/PRINCIPAL-IDENTIFIED FACTORS CONTRIBUTING MOST TO COURSE COMPLETION

Performance Category	Factors	Frequency
Completions	self-discipline	3
	college credit	2
	desire to learn	2
	finish high school in three years	1
	high family expectations	1
	college course prerequisite	1
	approaching marriage	1
	father	1
	Total	12

TABLE 30

CATEGORIES OF RESPONSIBILITIES FOR COUNSELOR/PRINCIPAL IDENTIFIED FACTORS CONTRIBUTING MOST TO ENCOURAGE COURSE COMPLETION

Student		Family		Other Externals	
self-disc.	3	High Family Expectations	1	college credit	2
desire to learn	2	approaching marriage	1	accel.h.s.	1
		father	1	college prereq.	1
	5		3		4
Totals					
Percentages	.42		.25		.33

The sponsors reported that intrinsic factors like self-discipline or desire to learn motivated five students who completed. The chance to accelerate high school or to earn college credits early was said to motivate four completion students. Family influence, including high family expectations, approaching marriage and father, was reported as operative for the remaining three.

Factors Discouraging Course Completion

Students' Perceptions

Twenty-seven of the 29 student respondents reported on what contributed most to discouraging them from course completion. Tables 31 and 32 tabulate these responses according to performance category and summary of factors respectively.

Table 33 seeks to sort out the reasons why students reported discouragement by categories of responsibility. Eight looked to themselves for reasons. Difficulties at high school, such as the quality or lack of supervision, were reported by five students. Factors listed under "Other Externals" included summer (2), and, singly, parents, family illness, distractions and military service.

TABLE 31

STUDENT-IDENTIFIED FACTORS CONTRIBUTING MOST TO DISCOURAGE COURSE COMPLETION

Performance Category	Factor	Frequency
Withdrawals	parents	1
Nonstarts	confusion about starting	2
	quality of high school supervision	2
	time involved	1
	illness in family	1
Noncompletions	disagreed with course approach	2
	quality of high school supervision	2
	lack of high school supervision	1
	distractions	1
	copying nature of assignments	1
	never intended to complete, just learn	1
	instructor grading	1
	entered military service	1
Completions	time involved	4
	summer	2
	lack of instructor help	1
	slow lesson returns	1
	disciplining self	1
	no reason not to complete	1
	Total	27

TABLE 32

SUMMARY OF STUDENT-IDENTIFIED FACTORS CONTRIBUTING MOST TO DISCOURAGE COURSE COMPLETION

Factor	Frequency	%
time involved	5	.19
quality of high school supervision	3	.11
confusion about starting	2	.07
lack of high school supervision	2	.07
disagreed with course approach	2	.07
summer	2	.07
parents	1	.04
illness in family	1	.04
instructor grading	1	.04
distractions	1	.04
lack of instructor help	1	.04
copying nature of assignments	1	.04
slow lesson returns	1	.04
entering military service	1	.04
disciplining self	1	.04
never intended to complete	1	.04
had no reason not to	1	.04
Totals	27	1.00

TABLE 33

CATEGORIES OF RESPONSIBILITIES FOR STUDENT-IDENTIFIED FACTORS CONTRIBUTING MOST TO DISCOURAGE COURSE COMPLETION

Student		High School		EISC		Other Externals	
no self-discipline	1	quality of supervision	3	assignments	1	summer	2
never intended to complete, just learn	1	lack of supervision	2	confusion about starting	2	parents	1
no reason not to	1			course approach	2	family illness	1
time required	5			grading	1	distractions	1
				lack of instructional help	1	military service	1
				*slow lesson return	1		
Totals	8		5		8		6
Percentages	.30		.18		.30		.22

* Two other students mentioned this as a second major discouraging factor.

Counselor/Principal Perceptions

The view of what caused discouragement was somewhat different from the desk view of the school sponsors. Reporting on 25 of the 37 students in the program, the counselor/principal responses to this item are tabulated in Tables 34 and 35, again according to performance group and summary of factors respectively.

Table 36 reflects the placement of a greater responsibility on the student for failure to complete than the student group indicated. The Extramural Independent Study Center and the local high schools were assigned equal blame for discouragement of course completion.

The Value of the Program

Students' Perceptions

Twenty-six of the 29 respondents to the student questionnaire answered the question, "In your opinion, what was the value, if any, of the program to you?" Tables 37 and 38 reflect the replies, which were mainly positive in all performance categories. Four negative responses were registered.

Counselor/Principal Perceptions

The counselors and principals were asked their opinions of the value of the program both to the students and to their schools. The sponsors' replies appear in Tables 39 through 42.

TABLE 34

COUNSELOR/PRINCIPAL-IDENTIFIED FACTORS CONTRIBUTING MOST TO DISCOURAGE COURSE COMPLETION

Performance Category	Factor	Frequency
Withdrawals	personal problems	1
	time required	1
Nonstarts	remarriage	1
	lack of self-discipline	2
	lost interest	2
	lack of high school supervision	1
	changed career goals	1
	course difficulty	1
Noncompletions	lack of high school supervision	2
	lack of self-discipline	4
	lost interest	3
	time required	1
Completions	time required	2
	help not close by	1
	grades lower than student used to	1
	new boy friend	1
	Total	25

TABLE 35

SUMMARY OF COUNSELOR/PRINCIPAL IDENTIFIED FACTORS CONTRIBUTING MOST TO DISCOURAGE COURSE COMPLETION

Factor	Frequency	%
lack of self-discipline	6	.24
lost interest	5	.20
time required	4	.16
lack of high school supervision	3	.12
personal problems	1	.04
remarriage	1	.04
changed career goals	1	.04
course difficulty	1	.04
help not close by	1	.04
grades lower than used to	1	.04
new boy friend	1	.04
Totals	25	1.00

TABLE 36

CATEGORIES OF RESPONSIBILITIES FOR COUNSELOR/PRINCIPAL-IDENTIFIED FACTORS CONTRIBUTING MOST TO DISCOURAGE COURSE COMPLETION

Student		High School		EISC		Other Externals	
lack of self-discipline	6	lack of high school supervision	3	grading	1	new boy friend	1
lost interest	5			course difficulty	1	remarriage	1
time required	4			help not close	1		
personal problems	1						
changed career goals	1						
Totals	17		3		3		2
Percentages	.68		.12		.12		.08

TABLE 37

STUDENT OPINIONS ON THE VALUE OF THE PROGRAM TO THEM

Performance Category	Response	Frequency
Withdrawals	expanded knowledge	1
Nonstarts	program good; experience not good	1
	more anxiety about college	1
	preview of college work	1
	expanded knowledge	2
	refresher	1
Noncompletions	refresher	1
	learned to study independently	3
	introduction to new subject field	2
	expanded knowledge	1
	new philosophic insights	1
Completions	accelerate college program	6
	college class preferable	1
	challenge to work hard	1
	learned to study independently	1
	quality instruction	1
	refresher	1
	very little	1
	Total	26

TABLE 38

SUMMARY OF STUDENTS' OPINIONS ON
THE VALUE OF THE PROGRAM TO THEM

Positive			Negative		
Response	f	%	Response	f	%
accelerate college	6	.23	very little value	1	.04
*preview college work	1	.04	college class preferable	1	.04
refresher	3	.11	more anxiety about college	1	.04
learned to study independently	4	.15	program good; experience not good	1	.04
introduction to new subject field	2	.08			
new philosophical insights	1	.04			
challenge to work hard	1	.04			
expanded knowledge	4	.15			
Totals	22	.84		4	.16

* A secondary value for four students.

TABLE 39

COUNSELOR/PRINCIPAL OPINIONS ON VALUE OF THE PROGRAM TO STUDENTS

Performance Category	Response	Frequency
Withdrawals	no response	
Nonstarts	expand knowledge	3
	preview college work	2
Noncompletions	expand knowledge	2
	preview college work	2
	challenge to student	1
	spare-time activity	1
	continuation of language study	1
Completions	continuation of language study	3
	continuation of mathematics study	2
	accelerate college	1
	*accelerate high school	1
	confidence to do college work	1
	fulfill college prerequisite	1
	college credits	1
	challenge to student	1
	Total	23

* Student's high school closed same year.

TABLE 40

SUMMARY OF COUNSELOR/PRINCIPAL OPINIONS
ON VALUE OF THE PROGRAM TO STUDENTS

Response	Frequency	%
expand knowledge	5	.22
preview of college work	4	.17
continuation of language study	4	.17
continuation of mathematics study	2	.09
accelerate schooling	2	.09
challenge to student	2	.09
fulfill college prerequisite	1	.04
college credits	1	.04
confidence to do college work	1	.04
spare-time activity	1	.04
Totals	23	.99

TABLE 41

COUNSELOR/PRINCIPAL OPINIONS ON VALUE OF THE PROGRAM TO HIGH SCHOOLS

Performance Category	Response	Frequency
Withdrawals	increased students' options	1
Nonstarts	increased students' options	4
	revealed need for better school advisement program	1
Noncompletions	enhanced school image	1
	increased students' options	8
Completions	solved scheduling conflict	1
	kept bright student developing	1
	confirmed adequate school preparation	1
	increased students' options	7
	Total	25

TABLE 42

SUMMARY OF COUNSELOR/PRINCIPAL OPINIONS ON THE VALUE OF THE PROGRAM TO HIGH SCHOOLS

	Frequency	%
increased students' options	20	.80
solved scheduling conflict	1	.04
confirmed school preparation adequate	1	.04
enhanced school's image	1	.04
kept bright student developing	1	.04
showed need for better school advising program	1	.04
Totals	25	1.00

Suggestions for Improving the Program

Students' Suggestions

Twenty-three of the 29 students returning questionnaires suggested ways to improve the College for High School Program. Better high school supervision seemed the goal of six responses. Two students urged speedier lesson returns, and two cited the need for closer personal contact between E.I.S.C. personnel and students and schools. Other than these clusters, the remaining suggestions fell into separate individual responses. Within the performance categories, the replies to this question were as follows:

Withdrawals: More aid for applicant in making sure course is what he wants.

Nonstarts: Make sure supervisor has subject-matter competency.

Have instructor contact nonstarters or students laggard in lesson submission.

Allow a nine-week trial period to determine if course is not too difficult.

Improve high school supervision with lessons being turned in regularly, supervisor monitoring exams.

Let it be independent study; do not tie in with high school schedule.

Noncompletions: Better high school supervision. (3)

Training program for supervisors.

Offer only courses adaptable to independent study.

Allow flexibility in order in which lessons may be submitted.

Closer personal contacts between E.I.S.C. and schools and

tude

5);

students. (2)

Texts adaptable to medium.

Assist student to develop his own system of philosophy.

Improve questioning techniques to avoid parroting text.

Completions: Use of E.T.V.

Reduce final-exam time and insert midterm.

Speed up lesson returns. (2)

Improve clarity of language tapes.

Make explanations more explicit.

Course was a bit simple.

The relative independence of the completion group seems apparent in the comparison of its suggestions with the many pleas for greater supervision inherent in the three other groups' proposals. The proliferation and variety of answers, on the other hand, testify to the individuality of most of the responses.

Table 43 categorizes the suggestions by area affected and frequency of the type of suggestion made.

Counselor/Principal Suggestions

Sixteen counselors and principals also ventured answers to the request for suggestions, and their replies are tabulated in Table 44.

Estimate of Need for Financial Aid

Nineteen schools, which enrolled a total of 27 students in the population of 37 under study, reported that with financial aid they could have enrolled 119 students in the program, a more than 400% increase in students who might be served in their schools, were

TABLE 43

SUMMARY OF STUDENT SUGGESTIONS FOR IMPROVEMENTS IN THE PROGRAM ACCORDING TO AREAS AFFECTED

High School			E.I.S.C.		
Suggestion	f	%	Suggestion	f	%
improved supervision	5	.13	improved instruction	6	.26
improved preenrollment counseling	1	.04	improved curriculum	3	.13
			improved media	3	.13
independent study entirely; no supervision	1	.04	improved liaison between Center and schools	3	.13
			change in enrollment procedures	1	.04
Totals	7	.31		16	.69

TABLE 44

COUNSELOR/PRINCIPAL SUGGESTIONS FOR IMPROVEMENTS IN THE PROGRAM

Suggestion	f	%
annual or semi-annual visits to local schools by EISC field representatives to discuss courses and student progress	3	.18
teacher supervision with some regularity	2	.13
financial aid	2	.13
improve preenrollment counseling in schools	2	.13
schools need to publicize more	2	.13
provide counselors with sample study program for advising students	1	.06
reduce fees	1	.06
wider range of offerings	1	.06
admit any student wishing to try, even if a completion risk	1	.06
closer supervision	1	.06
Totals	16	1.00

funding available. Three of the 16 counselors and principals who made suggestions for program improvement asked for reduced fees or financial aid.

Student Performance in Subsequent College Courses

How did the students who completed perform in the next college course (taken in residence) for which the College for High School Program prepared them? Table 45 indicates student post-high school performance. Three of the five letter grades reported were A's; the other two were a B and C, and the C was earned in an honors math section. One student passed the college language proficiency exam. A student who had received a grade of C in the E.I.S.C. course withdrew with a passing grade from calculus on campus. The French student who earned a C in the independent-study course decided not to major in French at college.

TABLE 45

COMPLETION STUDENTS' PERFORMANCE IN SUBSEQUENT COLLEGE COURSES

Subject	College	EISC Course	Grade	Next Course	Grade
1	*UMKC	Introductory Psychology	A		
2	KSU	Plane Trigonometry	C	Calculus	WP
3	KU	Introductory Psychology	A		
4	Ft. Scott Comm. Coll.	Introductory Psychology	A-	Child Psychology	A
5	KU	German 2	C	German 3	still enrolled
6	U.S. Coast Guard Academy	History 7	B+		
		History 8	A-		
7	KSU	Plane Trigonometry	A-	Calculus	B
8	Metropolitan State Univ., Colo.	Introductory College Algebra	A-	Calculus & Analytic Geometry	A
9	KU	French 2	A-		
10	KU	Intro. College Algebra	A-	Math 41 Honors	C
11	KSU	Plane Trigonometry	A	Honors Calc. 1	A
12	KU	French 2	C		
13	KU	Spanish 3	A-	Passed Spanish Proficiency Test	

* Will enter this year.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The writer wished to study the experience of 37 students enrolled during October 15, 1969 - October 15, 1970 in the College for High School Program of the Extramural Independent Study Center, Division of Continuing Education, The University of Kansas.

Records of the Center were consulted to provide 100 per cent reporting regarding composition and performance of the students in the group.

Two questionnaires, one set for students, the other for the students' sponsoring principals and counselors (names and addresses were taken from application forms on file at the Center) were designed:

1. To solicit opinions about appropriate requirements for admission to the program;
2. To learn about support available for the students in their local high schools;
3. To solicit student evaluations of the study guide, the assignments, the exams, the instruction, other media, Student Services, and the overall course;
4. To learn where students turned for help and their evaluation of such help;
5. To identify factors motivating students to complete their courses;

6. To identify factors discouraging course completion;
7. To solicit opinions about the value of the program;
8. To estimate the number of students who might be admitted to the program if financial aid were available;
9. To learn grades earned in the next college courses for which the program prepared the students;
10. To solicit suggestions for improving the program.

On February 2, 1972 the two sets of questionnaires were mailed. The student form of the questionnaire went to 37 students enrolled in 39 courses; two students were double enrolled so 39 student questionnaires were sent. Thirty-nine of the administrator/counselor questionnaires were sent, one to cover each course enrollment. Additional copies of the two questionnaire forms were sent as followup to non-respondents between February 21 - March 7, 1972, when telephone interviews were also conducted.

Of the 39 questionnaires sent to counselors and principals, 38 (97 per cent) returned. One of these was only useful in registering counselor opinion about admission requirements. The remaining thirty-seven, (95 per cent) responded substantially to the questions asked.

Twenty-nine of the 37 students (78 per cent) responded to the student questionnaires; one student respondent, double enrolled, returned two questionnaires making a total of 30 student questionnaires returned. All categories of response were heard from: one of the two students who withdrew (50 per cent); six of the nine students who did not start (66 per cent); ten of the 13 (77 per cent) who submitted lessons but did not complete; and 12 of the 13 students (92 per cent) who completed.

From the data available from files of the Center and questionnaires returned from students, counselors and principals the writer sought broadly to determine:

1. Student needs in the College for High School Program;
2. How adequately or inadequately the program was meeting student needs;
3. How the program might be improved to better meet student needs.

The writer analyzed the Center's files on the students in the population under study and the responses in the returned students and administrator-counselor questionnaires and reported the findings in a narrative illustrated by frequency tables tabulating the data.

Conclusions

Student Profile

Twenty-one males and sixteen females, with the following age distribution enrolled:

Age	f	%
16	15	.41
17	20	.54
18	1	.03
24	1	.03

Two males double enrolled. In 32 of the 37 enrollments, 86 per cent of the enrollees had a high school GPA meeting or exceeding the minimum requirement of B+ for regular admission. The females had a (average) high school GPA of 3.39, or A-; the males' average GPA was 3.26 or B+. Of the students were high school juniors, 32 were seniors.

Twenty-seven of the 39 enrollments (69 per cent) were by students from high schools of 710 pupils or less. Twenty of the 25 participating schools (80 per cent) were in the category of 710 pupils

or less.

All the students, except one widowed homemaker and mother, listed their occupation as student.

Twelve (32 per cent) of the students took courses in the program because such courses were not available in the high school; (24 per cent) enrolled to get a head start in college; five (13 per cent) to satisfy a college prerequisite, four students (11 per cent) because of great interest in the subject and 8 per cent to experience college-level study.

It was mainly a college-bound population. Of the 35 students about whom current career information was obtained in spring 1972, all but four were in college or planning early matriculation at college. Four of the 16 females (25 per cent) attended the college chosen for matriculation or filing of credit at enrollment, in contrast to the 12 of the 21 males (57 per cent) whose earlier and later college choices matched.

More students, 12 students or 32 per cent, in the program enrolled at the University of Kansas than at any of the other 13 institutions of higher learning in which students were in attendance or planning early matriculation in spring of 1972. K. U. also led in the numbers (6, or 45 per cent) of the students who completed and filed credit at that institution. Kansas State University accepted credit earned in the College for High School Program from three students, 23 per cent of the completing group. The remaining four completing students matriculated at Fort Scott Community College, the University of Missouri at Kansas City, the U. S. Coast Guard Academy, and the Metropolitan

State University in Colorado. Besides the institutions already mentioned, the following institutions were reported as attended by the program's enrollees: Benedictine College, University of Chicago, Cornell University, Kansas City Junior College, Kansas State College at Pittsburg, Northeast State College, Colorado, Washburn University.

Student Performance

Approximately 35 per cent of the students completed, 35 per cent submitted lessons but did not complete; 25 per cent never started and five per cent withdrew. Twenty-eight (72 per cent) of the courses enrolled in were worked on and had lesson submissions; of these course enrollments, 50 per cent were completed.

Two (13 per cent) of the females withdrew, five (31 per cent) were nonstarts, the same number started lessons but did not complete and four (25 per cent) completed. No males withdrew, four (19 per cent) did not start, eight (38 per cent) started but did not complete, and 9 (42 per cent) completed.

Two students worked into the six month extension period; one, a male, did not complete, the other, a female, completed.

Regarding the two males, each enrolled in two courses, one completed both courses and the other did half the lessons required in both courses but did not complete.

High School GPA's for the different performance groups were as follows:

Withdrew:	3.33
Nonstart:	3.07
Noncompletion:	3.40
Completion:	3.40

The average number of lessons in the noncompletion group was 5.30 and the average lesson grade was B+, below the group GPA of A-, a factor of discouragement that may have been operative. The males did more than twice as many lessons on an average than the females but earned what seemed to be lower lesson averages (B+ vs. A-) than the females.

However, one female indicated that she intended only to use the course for refresher purposes and two of the four remaining females in the noncompletion group were in a supervisory arrangement in the local school with which they were expressly dissatisfied.

A total of 45 credit hours (averaging 3.21 per student) was earned by the completion group. One student enrolled in two courses and earned 6 credit hours; three students earned five hours each; six earned three credit hours apiece, and three earned two credit hours each. The group averaged the following grades:

Lesson grade average	3.27
Exam grade average	2.56
Course grade average	3.02

A greater proportion of males (43 per cent) than females (25 per cent) persisted to completion. Greater achievement levels among the males seemed evident.

Admissions Requirements

A majority of the principals and counselors were in favor of dropping the requirements of placement in the upper half of the class

and GPA of B+ or above, but voted favorably (by a vote of 88 percent to 12 per cent) to retain the principal or counselor recommendation. Comments included lowering the GPA requirement to B for regular admission; allowing any student wishing to risk enrollment in a college-level course to do so. However, most of the principals and counselors felt the single most valuable criterion was the recommendation of the local school sponsor to whose ranks they suggested the teacher of similar subject matter competence be added.

Students divided rather closely (48 per cent to 52) on retaining the class standing requirement, voted overwhelmingly in favor of dropping the GPA requirement and of retaining the counselor-principal recommendation. Several indicated that display of interest in the subject matter should be a requirement for recommendation. Two seconded the suggestion that teachers be recommending officials and four of the 29 student respondents would require that teachers be available in the local school to students enrolling in the College for High School Program.

Support Available in the Local Schools

Students' Perceptions. The one student reporting from the withdrawal group reported no support in the six areas of local school support.

Half the nonstarts fitted the course into their regular schedule, enjoyed a special study area assigned, and had counselor/principal supervision. Teacher availability existed for two-thirds of the group; there was no financial aid.

The noncompletion group was reported to have the best backup help of all the groups in terms of scheduling, study area, financial aid, and being able to study with their classmates. But dissatisfaction with supervision was a discouraging factor affecting four students in

this group.

The completers, on the other hand, were more often than not taking the course on an overload basis with no specially assigned study area. They had relatively less principal/counselor supervision. Only one of the 12 students responding had financial help and only two could study together when they needed to. The one area where help was strong here, however, was in the availability of teacher help; eight of the 12 had such help.

Five mathematics students studied together in a regularly scheduled class, other students studied in study halls or the library and some had to study independently in after-school hours. One school purchased the students' texts which were later retained in the school library.

Principal/Counselor Perceptions. More help was reported available to students than they seemed to be aware of according to the counselor/principal questionnaire responses. Time was allowed for 58 per cent of the students to fit in the college course work with the regular high school load (the student accounts reported 55 per cent) and 72 per cent of the students were reported as having available to them teacher consulting backup, 13 per cent more than reported by students. In all other categories, except financial aid, the accounts mainly agreed. One withdrawal student did have counselor supervision, changing an otherwise vacuum of help.

This gap in help available and the students' knowledge of such help may well account for students not studying with classmates in schools where this was acceptable and of not seeking out teachers, counselors and principals when help was actually needed.

Where Students Went For Help

Study Problems. Using a 4-point scale of A-4, B-3, C-2, D-1, F-0, the students identified and rated where they went for help with study problems. As many students (8) reported that they handled the problems themselves, reported no problems or sought no help as searched out the high school teachers who were first among the helpers used. Next in order were the EISC instructors (5), followed by counselors and classmates who were consulted by an equal number (3) of students. The ratings of the help given were as follows: self, 4.00; classmates, 3.00; EISC instructors, 2.50; high school teachers, 2.00 and counselors, 1.33.

Help Sought At EISC. Six (20 per cent) of the 29 students responding reported having sought help at the Center; one was a nonstart, one a noncompletion and four were completion students. Two instructors were listed with grades of B and C assigned; one letter sent to the EISC address was answered (a service rated B), another letter was reported unanswered; information supplied by the exam clerk was rated A, a rating also applied to a request answered by Student Services.

Students' Ratings of the Program

The students assigned the following ratings to eight aspects of the program: the study guide, 2.86; the text, 2.66; assignments, 2.66; exams, 3.20; media, 1.80; instruction, 2,69; student services, 3.65; overall course, 2.85. Assignments were rated lowest by the nonstart group suggesting that the first assignment was, perhaps, the most painful of all. The noncompletion group gave lower ratings across the board than the completion group, which rated its total experience highest of all the groups. Reported difficulties with language tapes correctly signalled the need for French and German course revision which has since been done.

qualities earning high ratings were friendliness, challenge to the student, generous amounts of comments, and prompt lesson returns. Students also urged updating of some texts and consideration that some texts usable in the classroom may not lend themselves well to the independent study medium.

Factors Motivating The Students To Complete

Student Perceptions. The 12 completion students who responded assigned equal responsibility to themselves, the Center, and the external motivation of college credit for spurring them to complete. Such a practical reason as "the course was paid for" was cited by two students. One said that he "had no reason not to finish." Self-discipline was given as a reason for one student. Two students mentioned the quality of instruction, one listed challenging assignments, and another fast lesson returns. The chance to earn college credit and to have such credit secured even before matriculating at the University of Kansas motivated four in the completion group.

School Sponsors' Perceptions. Regarding factors contributing most to encouraging course completion, the sponsors replied as follows: they weighed most highly (42 per cent) intrinsic factors like self-discipline and desire to learn; they assigned 33 per cent of the credit to externals like college credit, satisfaction of college prerequisites, and high school acceleration; and they counted 25 per cent attributable to family influence. High family expectations, approaching marriage and father were included in the last category.

Factors Discouraging Course Completion

Students' Perceptions. Time was the single factor most frequently named (5); the quality of high school supervision and the lack of high school

supervision combined accounted for another five of the 27 votes. EISC was assigned the blame by eight students who commented separately on six factors: assignments, confusion about starting, course approach, grading, lack of instructional help and slow lesson returns. The students assigned an equal amount of blame to themselves (8) for lack of self-discipline, never intending to complete, and not finding the time required to do the work. Summer, family, distractions, and military service were other factors of discouragement.

School Sponsors' Perceptions. The 25 sponsors who responded placed 68 per cent of the blame on the student for a combination of lack of self-discipline (six votes), lost interest (five), not making time for the work involved (four), personal problems (one) and changed career goals (one). They retained 12 per cent of the blame for lack of high school supervision and assigned an equal amount of the blame to EISC for grading, course difficulty and not having help close by. A new boy friend and remarriage were two other factors.

Reasons Why Students Did Not Complete. Reconstructing the students' reasons for not beginning or completing course work in the program from both student accounts and, in their absence, from counselor/principal accounts, only nine of the 25 enrollments not successfully concluded could be attributed to course-related problems such as student disagreement with course approach, course difficulty, course grading, or confusion as to starting. Changes in college plans, decisions not to go to college, remarriage, illness in the family, military service, an intention only to use the course for review purposes accounted for eight enrollments. Lack of supervision or

supervision with which the students were dissatisfied in the local high school accounted for six enrollments. Student's loss of interest and lack of time accounted for the remaining two. It would seem advisable to anticipate that course completion rates at such a dynamic period of the enrollees' lives would be affected by the many changes taking place. Moreover, the value of the program reported by students in groups which did not conclude would suggest that substantial benefits were gained even if course completion was not accomplished.

The Value of the Program

Students' Perceptions. Twenty-two of the 26 students responding (85 per cent) reported having experienced some value in participating in the program. The chance to accelerate college was the value cited by the most students (six); expanded knowledge and learning to study independently were each cited by four students; refresher value was listed by two students; preview of college work, an introduction to a new subject field and the challenge to work hard were each cited once. The four negative responses were: the program was of little value; the student wished she had waited to study the language on campus; it made one student more anxious about college; and the program was good, but student's experience was not.

School Sponsors' Perception of Program's Value to Students. Nine of the 23 responses related to the opportunity for the students to experience college-level study: four stated that the program permitted the student to preview college study; two mentioned students could accelerate their schooling; one vote each went to the values of college credit, satisfaction of a college prerequisite, and the gained confidence

to do college work. The chance for the students to expand their knowledge was the single most cited factor (five), followed by opportunity to continue language study mentioned in four responses. Continued mathematics study was a value twice cited and challenge to student and spare time activity were each listed once.

School Sponsors' Perception of Program's Value to High Schools. Of the 25 responses, 20 (80 per cent) indicated the greatest value to the schools lay in the way the program enabled the schools to increase the options made available to their students. The remaining were single responses referring to solution of scheduling conflict, enhancement of the school's image by the betterment of the student, confirmation of the adequacy of the school's preparation, proof of the need for better advising into the program, and the chance "to keep a bright student developing."

Suggestions For Improving The Program

Students' Suggestions. Twenty-four of the 29 students who returned questionnaires offered suggestions for improving the program. Five responses urged better high school supervision. The Extramural Independent Study Center was advised to: have instructors contact non-starters or students lagging behind in lesson submission; offer a training program for supervisors; have field representative make contacts with the students and schools at least once a year; allow flexibility in order of lesson submission; scrutinize courses and texts in terms of their adaptability to independent study; make use of educational television, reduce final exam time and insert more mid-term examinations; speed lesson returns; improve clarity of

language tapes; make explanations explicit; and assist philosophy students to develop their own philosophy.

School Sponsors' Suggestions. Sixteen counselor and principal suggestions were advanced. Three suggested annual or semi-annual visits by EISC personnel to the schools to visit with the students and their high school sponsors; two suggested the need for financial aid and one wanted lower fees; two called for improved preenrollment counseling in schools and another two for teacher supervision with some regularity; one wanted counselors to be provided with sample study guides for advising students; one asked for a wider range of offerings; one advised admitting any student wishing to participate even at the risk of noncompleting; and one asked for closer supervison.

Estimate Of Need For Financial Help

The principals and counselors of nineteen schools, enrolling a total of 27 students in the program, reported that with financial aid they could have enrolled 119 students, a more than 400 per cent increase in students whom the program could serve. Three of the counselors and principals who made suggestions for improving the program asked for reduced fees or financial aid.

Student Performance in Subsequent College Course

Eight of the students who completed replied to the question asking them to name the course they enrolled in for which their EISC course prepared them and to report how they performed. Generally, the students did well. Three of the five letter grades were A; one was B; a C was earned in an honors mathematics section. A student who had received a C in the EISC course withdrew from a calculus class with a

passing grade. A student with an A- grade in the EISC Spanish course passed the Spanish proficiency exam of the College of Liberal Arts and Sciences at the University of Kansas. One student was enrolled in German 3, having successfully passed German 2 through the program.

Recommendations

On the basis of the data analyzed the writer would recommend that:

1. Admissions requirements be limited to recommendation of the student by a counselor, principal, or teacher of the same subject matter of the course in which the student is enrolling.

2. More and continuous personal contact be maintained between EISC staff and the students and schools.

3. Orientation booklets be prepared to explain clearly to the enrolling student what is expected of him.

4. Sample study guides should be furnished school counselors and principals to enable them to perform preenrollment counseling more effectively.

5. Training sessions for school supervisors be considered, possibly through cooperation with the school officials or professional education associations such as Kansas National Education Association or the Kansas Personnel and Guidance Association.

6. EISC develop course offerings and supporting media which would provide particularly challenging introductions to college-level study (perhaps such innovative campus courses as those offered under the Liberal Arts and Sciences (LAS) designation might be adapted for

independent study use so that the independent study student's first contact with college work is an exciting experience).

7. Students be encouraged to seek help if they need it through the local school and at the Center because the completion students had greatest access to teacher assistance and most frequently sought help from the Center.

8. The local high schools be encouraged to support the independent study student, especially in making teachers available for consultation, and that whatever help is available is communicated to the students.

9. EISC supervise with special care the instruction of courses enrolled in by the College for High School students to ensure that instructors encourage students with adequate critical feedback, return lessons within a reasonable period of time, and teach the student as well as the subject.

10. Financial assistance in the form of reduced rates and scholarship funds be made available to enable those qualified for the program but unable to pay the fees to benefit from the program.

11. The program be more generally publicized with the high school officials and prospective students.

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APPENDIX A

NUEA LETTER

THE UNIVERSITY OF KANSAS · LAWRENCE, KANSAS · 66044
EXTRAMURAL INDEPENDENT STUDY CENTER
913-864-4792

27 September 1971

Dear _____:

I am researching our Center's College for High School Program. In my search through NUEA-member institutions' catalogs, I note that your institution has a program for admitting academically superior high school students to study in your college-level independent-study courses. Would you please advise me regarding the following:

When was your program instituted?

What are the admission requirements?

Has any research on your program been done?

If so, what were the findings?

How may I obtain a copy of the research conclusions?

Thank you sincerely for your help.

Very truly yours,

(Mrs.) Vivian R. McCoy
Director of Student Services
Extramural Independent Study Center

VRM:lw

tude

APPENDIX B

NUEA FOLLOWUP LETTER

THE UNIVERSITY OF KANSAS · LAWRENCE, KANSAS · 66044
EXTRAMURAL INDEPENDENT STUDY CENTER
913-864-4792

22 November 1971

Dear _____:

Thank you sincerely for your response to my previous letter asking for information about your institution's program allowing college study by academically gifted high school students. Additional information volunteered in the replies prompt me to ask a few more questions to have complete reporting on the following items:

1. In what level courses may the student enroll?
2. How many hours of college credit may be earned by the high school students in your program?
3. If readily available, what numbers of students enrolled in the program for superior high school students between June 1, 1970-May 31, 1971?
4. Would you like a statistical summary of the survey of NUEA programs of accelerated study?

A self-addressed envelope is enclosed. Again, thanks for your help.

Sincerely,

(Mrs.) Vivian R. McCoy
Director of Student Services
Extramural Independent Study Center

VRM:lw
Enclosure

cc:

APPENDIX C

Student Questionnaire

C O N F I D E N T I A L

COLLEGE FOR HIGH SCHOOL PROGRAM QUESTIONNAIRE
(STUDENT)

1. Name of high school: _____

2. Name of student: _____

3. Course title: _____

4. In your opinion, what should the requirements be for admission to the program? (Check all items that you would require; complete "other" if you would include additional or alternative requirements.)

___ Rank in upper half of high school class
___ G.P.A. of B+ or above
___ Counselor/principal recommendation that student has maturity to study independently at college level
___ Other(s) _____
_____

5. Why did you enroll in the College for High School Program? ____
_____
_____
_____
_____

6-11. Check yes or no; if you check yes, please complete the blanks:

6. Yes ___ No ___ Was time allowed in the regular high school schedule for work on the college course? If yes, how many class periods per week? _____

7. Yes ___ No ___ Was a special study area assigned in the high school for work on the college course (for example, study hall, library, classroom)? If yes, where? _____

8. Yes ___ No ___ Was any teacher available for help regarding the college course? If yes, what was the subject-area competence of your teacher? _____

9. Yes ___ No ___ Was there any supervision by a high school administrator, such as a counselor or principal? If yes, what was that person's title? _____

10. Yes ___ No ___ Did the high school give any financial aid to defray the cost of enrollment or texts and other materials you required? If yes, how much? _____
Covering which expenses? _____

11. Yes ___ No ___ Were there any opportunities to study in pairs or in groups? If yes, explain: _____

_____

12-19. Please circle the appropriate rating using the following scale: A, excellent; B, good; C, fair; D, poor; F, failure.

12. A B C D F -- Study Guide. Comment: _____

_____

13. A B C D F -- Text. Comment: _____

_____

14. A B C D F -- Assignments. Comment: _____

_____

15. A B C D F -- Exams. Comment: _____

_____

16. A B C D F -- Instruction. Comment: _____

_____

17. A B C D F -- Other media (tapes, slides), if any. Comment: _____

_____

18. A B C D F -- Student Services, if in contact. Comment: _____

_____

19. A B C D F -- Overall course. Comment: _____

_____

20. If you had study problems with your college course, where did you turn for help? _____

A B C D F -- Hou would you rate the help given? Circle answer.

21. Under what circumstances did you seek help from the Extramural Independent Study Center? _____

_____

To which staff member did you report your need for help? _____

_____

A B C D F -- How would you rate the help given? Circle answer.

22. In your opinion,
a) what factor contributed most to motivating you to complete the course? _____
b) what factor contributed most to discouraging you from course completion? _____

23. In your opinion, what was the value, if any, of the program to you? _____

_____

24. How might the program be improved? _____

_____

_____

_____

25. If you completed the college course taken through the College for High School Program,
a) at which college or university did you apply the credit thus earned? _____
b) what grade did you earn in the next course (at that college or university) for which you were prepared by the College for High School course you completed? _____ _____
title of course grade earned

26. If you are still completing your course or plan at a later date to enter college, at which college or university do you anticipate applying the college credits earned in this program? _____

_____

27. Yes ___ No ___ Would you like a summary of the statistical conclusions of this study?

APPENDIX D

Administrator-Counselor Questionnaire

C O N F I D E N T I A L

COLLEGE FOR HIGH SCHOOL PROGRAM QUESTIONNAIRE
(ADMINISTRATORS-COUNSELOR)

1. High school: _____

2. Enrollment size: _____

3. Counselor:
   Administrator: _____ (name) _____ (title)

4. Student: _____

   Present address (please correct if necessary): _____
   _____

5. In your opinion, what should the requirements be for admission to the program? (Check all items that you would require; complete "other" if you would include additional or alternative requirements.)
___ Rank in upper half of high school class
___ G.P.A. of B+ or above
___ Counselor/principal recommendation that student has maturity to study independently at college level
___ Other(s) _____
_____

6. Why did the student enroll in the College for High School Program? _____
_____
_____
_____

7-12. Check yes or no; if you check yes, please complete the blanks:

7. Yes ___ No ___ Was time allowed in the regular high school schedule for work on the college course? If yes, how many class periods per week? _____

8. Yes ___ No ___ Was a special study area assigned in the high school for work on the college course (for example, study hall, library, classroom)? If yes, where? _____

9. Yes ___ No ___ Was any teacher available for help regarding the college course? If yes, what was the subject-area competence of the teacher? _____

10. Yes ___ No ___ Was there any supervision by a high school administrator, such as a counselor or principal? If yes, what was that person's title? _____

11. Yes ___ No ___ Did the high school give any financial aid to defray the cost of enrollment or texts and other materials required?
If yes, how much? _____
Covering which expenses? _____

12. Yes ___ No ___ Were there any opportunities to study in pairs or in groups? If yes, explain: _____
_____

13. In your opinion,
a) what factor contributed most to motivating the student to complete the course? _____
b) what factor contributed most to discouraging the student from course completion? _____

14. In your opinion, what was the value, if any, of the program
a) to the student? _____
_____
b) to the high school? _____
_____

15. Yes ___ No ___ Did the student go on to college? If yes, where? _____

16. Approximately how many students in your school now could benefit by the College for High School Program if financial aid were available? _____

17. How might the program be improved? _____
_____
_____
_____

18. Yes ___ No ___ Would you like a statistical summary of this study?

APPENDIX E

Letter Accompanying Questionnaires to
Persons Involved in the College for High School Program

THE UNIVERSITY OF KANSAS · LAWRENCE, KANSAS · 66044

EXTRAMURAL INDEPENDENT STUDY CENTER

913-864-4792

1 February 1972

Dear

I am attempting to gather some data about the College for High School Program of the Extramural Independent Study Center, The University of Kansas, and I would appreciate your participation in this study as one who has had contact with the program.

The enclosed questionnaire, which is one of the tools I am using in the study, asks for responses regarding students who enrolled in the College for High School Program between October, 1969-October, 1970. Withdrawals, nonstarts, incompletions, completions, and extensions are all categories under study. The data will be reported anonymously; your frankness is sincerely encouraged.

It is my hope that the conclusions of this study will suggest improvements in future administration of the College for High School Program. If you would be interested in the statistical results of my research, please indicate this on the questionnaire.

I would appreciate your giving this your earliest attention. A stamped, self-addressed envelope is enclosed for your convenience in replying.

Sincerely,

(Mrs.) Vivian R. McCoy
Director of Student Services
Extramural Independent Study Center

Enclosure

THE UNIVERSITY OF KANSAS · LAWRENCE, KANSAS · 66044
EXTRAMURAL INDEPENDENT STUDY CENTER

4-4792

1 February 1972

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I would appreciate your giving this your earliest attention. A stamped, self-addressed envelope is enclosed for your convenience in replying.

Sincerely,

(Mrs.) Vivian R. McCoy
Director of Student Services
Extramural Independent Study Center

Enclosure

ERIC Clearinghouse
JUN 4 1973
on Adult Education